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ABSTRACT

Presented in this guide are 11 multi-disciplinary ethnic heritage units for use with grades K-6. Included are units on Mexicans, Alabama Indians, the Japanese, black Americans, African and American folklore, the Afro-American struggle for freedom, and the contributions of outstanding blacks to our society. Each unit contains a lesson plan which lists subject matter, general objectives, a subject overview, and estimated class time. Also listed are content outlines, instructional objectives, learning activities, and materials and resources. Samples of pre- and post-tests are provided. (EB)

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ETHNIC HERITAGE

Curriculum Guide
Grades K-6

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PREFACE

The Alabama Course of Study, prepared by the staff and state wide committee from the Alabama State Board of Education, encourages each school system in the State of Alabama to offer curriculum in ethnic heritage.

Accordingly, the Marion City Board of Education submitted for funding to the United States Office of Education, under Title IX of the Elementary and Secondary Education Act, a project entitled "Ethnic Heritage Studies Program." The grant was awarded for the 1977-78 school year.

Under the grant, a training workshop was conducted. Sixty-five teachers and staff members participated in the year-long workshop and produced 25 multi-disciplinary (K-12) ethnic heritage units and were trained to use other ethnic materials.

During the 1977-78 school year the material was written by elementary and secondary teachers who were asked to teach, evaluate, and revise the units. This final printing of the teaching units is the result of their devotion to the task.

Contributing to the success of the program was a lay, multi-ethnic advisory council whose members were cooperative and dedicated.

It is the hope of the council and the staff that the ethnic heritage study units will be a help to other communities and organizations in the establishment of ethnic studies programs as a part of their curriculum. These units will continue to be used in the Marion City School System.

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MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Kindergarten

Subject: Interdisciplinary

Date: 1978

TITLE: Understanding Our Mexican Neighbors

SUBJECT MATTER: This interdisciplinary unit which includes language arts, social studies, math, science, art, and recreational activities explores such diverse areas of Mexican culture as clothing, homes, language, transportation, currency, food, crafts, and recreation.

GENERAL OBJECTIVES: With the study of this unit the kindergarten child will gain specific information about the Mexican culture and be able to distinguish between that culture and his own.

OVERVIEW: Upon the completion of this unit the kindergarten child will understand the similarities and differences between the Mexican and United States cultures. The child will be able to identify and compare the lifestyles of Mexicans with their neighbors to the north.

PREPARED BY: Regina Billingslea
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 10 hours

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Language Arts	A. Given information concerning the life styles of American and Mexican cultures, the learner will be able to identify the Mexican culture by pointing to pictures of Mexican culture when presented with pictures representing different cultures (home, clothing, people).	1. Make a bulletin board with pictures representing both Mexican and American cultures.	Bulletin board paper Construction paper Letters Pictures pertaining to Mexican and American culture
		2. Using pictures from reference books, compare Mexican and American clothing.	New Adventures in Mexico. Wilkinsburg, Penn.: Hayes School Publishing Co..
		3. Bring to class a sombrero and other Mexican clothes. Compare them with American clothes. Let each child try on the sombrero.	Resources donated by person in community
		4. Have a discussion on homes. Have each child describe his home. Let each child draw a picture of his home and display the pictures.	
		5. Discuss different types of Mexican homes and show pictures of each. Have children note the difference or likeness of American homes.	Childcraft Encyclopedia. Field Enterprises Corp. Vol. I. Jackson, Kathryn. Homes Around The World. Morristown, New Jersey: Silver Burdett Company.

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		6. Display all pictures of Mexican homes.	
		7. Collect artifacts from Mexico and make a display in the room. Let children observe them under close supervision.	Artifacts may be obtained from a kit on Mexico or a resource person in the community.
	B. Given several Spanish words the child will be able to translate three words into English.	Introduce Spanish vocabulary to children: Hola (oh-lah) Hello ¿Como está? (koh-moh-es-tah) How are you? Gracias (Grah-see-ahs) Thank you. Adios (ah-dee-ohs) Goodby Por nada (Pour Nah-dah) You're welcome.	Frasconi, Antonio. See and Say. New York: Harcout, Brace, and World, Inc. Speak My Language For Young Beginners. Dover Publications, Inc. 180 Varick Street, New York, New York.
Stories		The following books may be read to the children:	

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		The Nicest Gift	Politi, Leo. The Nicest Gift. Charles Scribner's Son, 1973.
		Nine Days to Christmas	Ets, Marie, and Aurora Labastida. Nine Days to Christmas. New York: Viking Press, 1959.
		Song of The Swallows	Politi, Leo. Song of the Swallows. New York: Charles Scribner's Sons, 1949.
		Rosa-Too-Little	Felt, Sue. Rosa-Too-Little. Garden City, N. Y.: Doubleday and Co., 1950.
		Two Pesos for Catalina	Kirn, Ann. Two Pesos for Catalina. Eau Claire, Wisconsin: E. M. Hale and Co., 1961.
		Dear Uncle Carlos...	Reit, Seymour. Dear Uncle Carlos. McGraw-Hill Book Co., 1969.
		The Cuckoo's Reward	Kouzel, Daisy, and Earl Thollander. The Cuckoo's Reward. Garden City, New York: Doubleday and Company, Inc., 1966.

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Stories (cont.)		Pancho	Hader, Berta and Elmer. Pancho. New York: Macmillan Co., 1942.
		Bad Boy, Good Boy	Ets, Marie. Bad Boy, Good Boy. New York: Thomas Y. Crowell Company, 1967.
		Rosa	Politi, Leo. Rosa. New York: Charles Scribner's Sons, 1963.
		The Poppy Seeds	Bulla, Clyde. The Poppy Seeds. New York: Thomas Y. Crowell Co., 1955.
		Stories from Mexico (contains 20 different stories)	Dolch, Edward and Marguerite. Stories from Mexico. Champaign, Illinois: Garrard Publishing Company, 1960.
Filmstrips		The following films are appropriate for kindergarten children. These will be viewed:	
		1. Mexican Children	Mexican Children. Encyclopedia Britannica Films, Inc.
		2. Pancho	Pancho. Walt Disney Educational Media Company, 800 Sonora Ave., Glendale, Ca.

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Ferdinand the Bull	Ferdinand the Bull. Walt Disney Educational Media Company, 800 Sonora Ave., Glendale, Ca.
		4. Pedro the Airplane	Pedro the Airplane. Walt Disney Educational Media Company, 800 Sonora Ave., Glendale, Ca.
		5. Mexican Boy: The Story of Pablo	Mexican Boy: The Story of Pablo. Community Service of Alabama Power Co., Birmingham, Alabama
II. Social Studies	A. Given a simplified map of the world, the children will locate the United States and Mexico, and distinguish between the flags of the two countries.	1. Discuss the maps with the children. Help children locate Mexico and the United States. Talk about the size and shapes of the two countries.	World Map
		2. Display the American flag and help the children study the design. Show a picture of the Mexican flag and study the design. Place the two flags together and compare the differences.	United States Flag

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Make a flag of Mexico with white paper. It may be colored or painted.	White paper, crayons Mexican Flag
	B. Given pictures of various means of transportation in Mexico and the United States, the child will point to one mode of transportation commonly seen in Mexico.	1. Compare modes of transportation in the United States and Mexico. Emphasize the importance of the burro in Mexico. Color pictures of burros. 2. Have the children collect pictures of modes of transportation in the United States.	New Adventures in Mexico. Wilkinsburg, Penn.: Hayes Publishing Co., Inc., 1970. Pictures of burros from New Adventures in Mexico. Wilkinsburg, Penn.: Hayes Publishing Co., Inc.
III. Math	Given five objects, the child will count them in Spanish.	Have the children learn the Spanish words for numbers one through five. uno - one dos - two tres - three cuatro - four cinco - five	Frasconi, Antonio. See And Say. New York: Harcourt, Brace and World, 1955. Instructor Magazine. February 1977, p. 104.

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. Science	Given three pictures of foods, the child will be able to point to the foods of Mexican origin.	1. Let children discuss their favorite foods. Using magazines, have them find pictures showing their favorite foods. Have each child paste pictures in a scrapbook called My Favorite Foods.	Magazines, paper
		2. Discuss with children the kinds of foods that the Mexican children enjoy. Show pictures of popular Mexican foods. Help children pronounce the names of the Mexican foods.	
		3. With assistance from the children, cook tacos in class. Let children help by setting tables. Each child will fix his own taco by dropping each ingredient into the taco shell.	Taco ingredients
V. Art	Given the appropriate art media the students will construct projects.	The following art activities may be incorporated throughout the unit:	

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		1. Make a piñata.	Make and Do. Vol. IX. Childcraft. Field Enterprises Educational Corporation, 1967.
		2. Make maracas.	
		3. Weave mats.	
		4. Use a potato for printing.	
		5. Make finger puppets.	
VI. Psychomotor			
Game	Following completion of varied psychomotor activities, the children will demonstrate the ability to play a Mexican game and dance Mexican dances.	1. Teach the game Los Encantados. Directions: Children are divided into two teams, the red team and the blue team. The blue team is trying to "enchant" the red team by tagging them off bases. They are safe by being part of a human chain that is touching base. When enchanted, players must stand where tagged until rescued by a teammate's tag.	My Ancestors Are From Mexico. Touch and See Educational Resources, 1974.

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Dances		2. Dances a. La Raspa Directions: Partners join hands and alternately hop on one foot and place the other one forward with heel down and toe up in time to the music. b. Zapateada Directions: Partners stand four feet apart, facing each other. (1) Start with a step right, step left, step right, stamp left in place. (Accent last step.) (2) Step left, step right, step left, stamp right in place. (Accent last step.) (3) Repeat six more times, alternating each side.	Dance Movement Experiences. Carson, California: Educational Insights, Inc., 1974.

TITLE: Understanding Our Mexican Neighbors

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
VII. Culminating Activities		1. Have an open house. Allow students from other classes to visit the room. Make a display of art projects and Mexican artifacts. Use records of Mexican music in the background. 2. Have a resource person dressed in Mexican attire speak to the children about Mexican lifestyles as compared with those of the United States. Allow students to bring artifacts to enhance the lecture.	

PRE-POST TEST*

1. Point to a picture of a Mexican child.

    a. American boy
    b. Indian boy
    c. Mexican boy
    d. Oriental girl

2. Point to a Mexican food.

    a. hot dog
    b. taco
    c. fried chicken
    d. French fries

3. Point to a peso.

    a. penny
    b. shoe
    c. crayon
    d. peso

4. Point to the volcano.

    a. mountain
    b. volcano
    c. river
    d. tree

5. Point to the flag of Mexico.

    a. curtain
    b. flag of Japan
    c. Valentine
    d. flag of Mexico

6. Point to a Mexican house.

    a. gym
    b. castle
    c. Mexican house
    d. tent

7. Point to a poncho.

    a. poncho
    b. sombrero
    c. hat
    d. head

8. Point to a picture of a burro.

    a. cat
    b. dog
    c. goat
    d. burro

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*Zink, Wanda, Peg Bracken, and Paula Acquaviva. Pre-Post Test for "Our Mexican Friends" In Ethnic Heritage Curriculum Guide: Grades K-6. Frederick County Public Schools, 1976.

9. Point to a picture of children breaking the piñata.

   a. children playing ball
   b. children studying ships
   c. children breaking the piñata
   c. children eating

10. Point to the map of Mexico.

   a. map of California
   b. map of United States
   c. map of Mexico
   d. map of Alabama

11. Point to the map of the United States.

   a. map of United States
   b. city map of Birmingham
   c. map of Alabama
   d. world map

12. Point to a Mexican at work.

   a. man fishing
   b. Mexican working
   c. a person sleeping
   d. people dancing

13. Point to a Mexican family

   a. Eskimo children
   b. two boys
   c. Mexican family
   d. Japanese women

14. Point to a Mexican word.

   a. ¡Hola!
   b. bird
   c. cat
   d. love

15. Point to a picture of a tortilla.

   a. peso
   b. corn
   c. piggy bank
   d. tortilla

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: First

Subject: Social Studies

Date: 1978

TITLE: Alabama Indians

SUBJECT MATTER: Indian tribes, their shelter, food, transportation, sign language, clothing, and creative arts (pottery, jewelry, musical instruments, song, dance, and games) will be studied.

GENERAL OBJECTIVES: The students will gain a broader view of the Indians who settled in Alabama, their lifestyle, and their contributions to our culture and lifestyles today.

OVERVIEW: The unit is intended as a one to two week study in a first grade social studies class. It is an ethnic heritage project designed to explore the lifestyle of the Alabama Indians and to create in students an appreciation and understanding of Indian culture in our state.

PREPARED BY: Ann LeCroy
Doris McBride
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 5 hours

TITLE: Alabama Indians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Names and locations of Alabama Indian tribes	The student will list the four Indian tribes who lived in Alabama and areas in which they lived.	1. Review pictures of the: a. Chickasaws b. Choctaws c. Cherokees d. Creeks (1) Red (2) White	Pictures of the Indian tribes Coloring stencils Large map of Alabama and small individual maps
		2. Students will study an Alabama map indicating locations of these four tribes: a. Chickasaws - NE Alabama b. Choctaws - SE Alabama c. Cherokees - NE Alabama d. Creeks - various areas in Alabama, especially around the Atmore area	Searcy, M. Z. Bat and the Ball Game. University, Alabama: University of Alabama Press, 1974. Owsley, Stewart, Chappell. Know Alabama. Montgomery, Alabama: Viewpoint Pub., Inc., 1970, pp. 1-4. Baker, Baxter. Program Technician for the Alabama General Assistance Center, University of Alabama.
II. Food and shelter	A. The students will describe, draw, and construct typical homes of the Alabama Indians.	1. Students will review a picture of the mud and log huts in which Indians lived.	Martini, Teri. "Indians" In True Social Studies Library. Vol. 7. Chicago: Childrens' Press, 1953, p. 36 and p. 42.

TITLE: Alabama Indians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Students will draw a picture of the Indian hut.	Drawing paper, crayons
		3. Students will make a hut.	Play dough, sticks
	B. The students will recognize and name the three basic Indian foods.	1. Students will plan a typical menu of an Indian family. This will include the following foods: wild game, vegetables, and bread.	
		2. Students will collect pictures of Indian foods-squash, corn, beans, wild game, corn bread.	Magazines
		3. Students will be involved in an Indian tasting fair.	
III. Transportation	A. The student will name the two primary means of transportation--canoe, foot.	1. Students will view a display of pictures of Indians traveling by foot and canoe and pictures comparing the Indians mode of transportation to modern day means.	Martini, Teri. "Indians." In True Social Studies Library. Vol. 7. Chicago: Childrens' Press, 1953, pp. 34-35. Britannica Junior Encyclopedia. Vol. 8. 1977 ed. Chicago: Encyclopedia Britannica, Inc., pp. 58-59.

TITLE: Alabama Indians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Students will draw pictures of the two primary means of transportation used by the Indians and add pictures to their booklets of Indians. 3. Students will draw a mural showing Indians traveling along the creeks.	
	B. The student will construct a canoe.	The students will construct a dugout canoe made of modeling clay.	
IV. Sign Language	The student will draw and label at least five Indian signs.	Students will draw and label on a chart the signs representing: happiness, beauty, strong, good sign, much food, and fast.	Benson, Kenneth, and Carl Frankson. Creative Nature Crafts. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1977, p. 33.

TITLE: Alabama Indians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
V. Clothing	The student will construct an outfit worn by the Alabama Indians.	Students will construct an Indian costume consisting of: large brown paper bags for the skirt and dress to symbolize the original dress of Indians, headbands, and moccasins.	D'Amatu, Janet and Alex. *Indian Crafts*. New York: The Gran Press, 1968. Large brown paper bags Construction paper Brown paper
VI. Creative Arts			
Pottery	A. The student will construct a piece of pottery by hand.	Students will construct a piece of Indian pottery.	Modeling clay Hunt, W. B. *Indian Crafts and Lore*. New York: Golden Press, 1965.
Jewelry	B. The student will recognize and construct jewelry made by the Alabama Indians.	Students will string a beaded necklace or bracelet.	Chinaberry seeds, sea shells, hickory nuts, acorns. Baxter Baker. University of Alabama.
VII. Music			
Instruments	A. The student will construct a set of tom-toms.	Students will construct a set of tom-toms.	Oatmeal boxes, paint, construction paper

TITLE: Alabama Indians

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Songs	B. The student will perform Indian music by singing.	Students will learn the Indian song, "Work Song" and use their tom-toms to accompany the song.	Choate, Robert. New Dimensions in Music. Grade 2. New York: American Book Co., 1970.
Dances	C. The students will demonstrate an Indian dance by performing one dance with drum accompaniment.	Students will learn to dance the toe-heel step. Directions: Toe step on 1 (the strong beat) heel goes down on 2 (the weak beat). Dance can be accompanied by a record of Indian music.	Hunt, Ben. The Golden Book of Indian Crafts and Lore. New York: Simon and Schusta, 1954, p. 84. Indian records
VIII. Games	The students will demonstrate an Indian game.	The students will learn and play the Indian game "Kick the Stick." Directions: Choose two teams. Children line up in relay formation at a starting line. Place a crooked stick about 12" long, in front of each team. The first player kicks the stick to the goal and back. The stick must be kicked along the ground. The first player leaves the stick	

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		in front of the next player on his team. That player repeats the performance. The first team to have all players complete the course wins!	
IX. Culminating Activities	The students will display knowledge of the Indian culture and its relationship to our culture.	Students will participate in an Indian powwow. An Indian village will be assembled by students as a setting for games, dances, and other activities. Costumes will be worn and Indian food served to guests and students.	"Chuck" Deason, Creek Indian, Student at Francis Marion High School, dressed in Creek headdress.
		Students will view a filmstrip about Alabama Indians.	Filmstrip - Alabama Indians.

PRE-POST TEST

Underline the correct answer or answers.

1. Which tribe was not in Alabama?

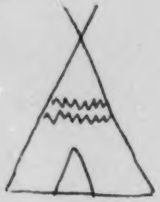
   A. Cherokee B. Apache C. Chickasaw D. Creeks

2. Alabama Indians hunted with ____________.

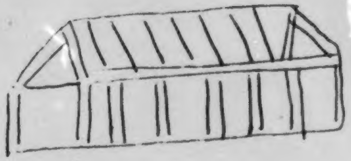
   A. guns B. spears

3. In which of the following did the Alabama Indians live?

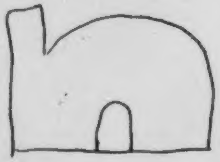
   A. tepee



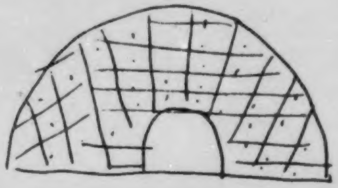
   B. log hut



   C. mud hut



   D. wigwam



4. The Alabama Indians ate:

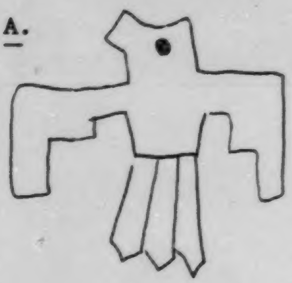
A. fried chicken B. mashed potatoes C. corn D. wild animals

5. How did the Alabama Indians travel?

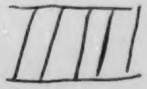
A. by car B. by dugout canoes C. by foot D. by train

6. Which Indian sign means happiness?

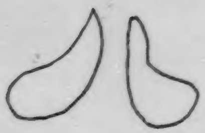
A.



B.



C.



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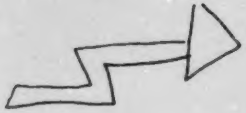
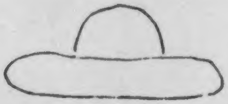
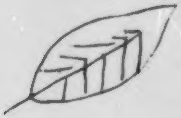


7. What did the Alabama Indians wear on their heads?

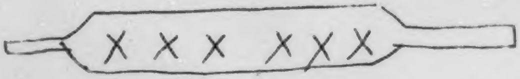
A. a hat



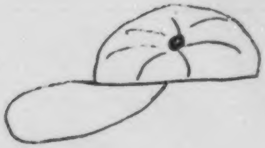
B. a feather



C. a leather band

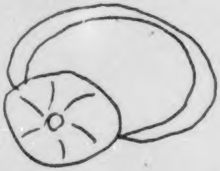


D. a cap

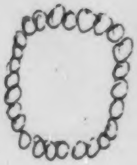


8. The Alabama Indians wore:

A. diamond rings



B. beads



9. What instrument did the Indians play?

A. piano
B. trombone
C. tom-toms
D. musical bells

10. The Indians played:

A. football
B. baseball
C. basketball
D. kick the stick

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: First

Subject: Social Studies

Date: 1978

TITLE: American Families

SUBJECT MATTER: American families and their cultures will be studied.

GENERAL OBJECTIVES: The student will:

1. Respect himself and every human being as an individual of equal worth.
2. Develop a sensitivity to the needs, emotions, and problems of all people.
3. Accept the fact that individuals and groups have the right to differ from one another and that differences do not denote inferiority or superiority.

OVERVIEW: The family unit is the hub around which all subsequent units are arranged because the child's home is the area with which the child is most familiar. It has been developed to serve as a basis for the formation of key concepts in the area of social studies. When the child begins to compare his family with families of other cultures, he will see that all families have many things in common, although they may differ in some respects.

PREPARED BY: Lucy Loftis
Charlotte Oglesby
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 5 hours

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Families			
A. A family is a group of people who may live together.	Using a ditto sheet with pictures of groups, each child will mark the family with 90% accuracy.	1. Draw a picture of their family.	
		2. Compare pictures and discuss how their families are alike and how they are different.	"My Family." Kindergarten Keys Picture File, a kit. Economy Company.
		3. Read the book *Your Skin and Mine*.	Showers, Paul. *Your Skin and Mine*. New York: Thomas Y. Crowell, 1965.
		4. Listen to the story of "The Three Bears."	
		5. View the filmstrip *Living With Your Family*.	*Living With Your Family*. Singer Visual Education. (cassette and filmstrip).
		6. Participate in the fingerplay "My Family."	Scott, Louise Binder, and J. J. Thompson. *Rhymes for Fingers and Flannel Boards*. St. Louis: Webster Division McGraw-Hill, 1960.

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
B. Families need food, clothing, and shelter, and some family members need to work to earn money to buy the things the family needs.	The child will draw a picture showing his three basic needs with 90% accuracy.	1. Read the Three Little Pigs.	Three Little Pigs. Kindergarten Keys. (story and picture cards)
		2. Talk about Father's jobs. a. How does he earn money to buy things his family needs? b. How does he help at home?	
		3. Read Daddies: What They Do All Day.	Puner, Helen. Daddies: What They Do All Day. New York: Lothrop, Lee, and Shepherd, 1970.
		4. Discuss Mother's jobs. a. How does she earn money to buy things her family needs? b. How does she work at home?	
		5. Read Mommies at Work.	Merriam, E. Mommies at Work. New York: Knopf, 1961.

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		6. Draw and color pictures showing mothers and fathers at work.	Handout - color sheets
		7. Make a mural showing the ways in which mothers and fathers work at home.	Magazines Art supplies
II. Each family has a special origin and a way-of-life.	The child will distinguish between pictures of different cultures with 80% accuracy.		
A. Mexican-American	The child will choose the correct characteristic of the Mexican-American culture from a group of three choices.	1. Identify and locate the homeland of Mexican-Americans.	Map, globe McClure, Herbert. Children of the World Say "Good Morning." New York: Holt, 1963. Fiarotta, Phyllis and Noel. You and Me Heritage Tree. New York: Workman Publishing Company, 1976.
		2. Identify and color pictures of native Mexican dress.	Handout - color sheets

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Study the story and pictures of "The Unhappy Birthday" in "Living Together in America."	Teaching Picture Sets by David C. Cook Publishing Co., Elgin, Ill. "Living Together in America," 1973. "Children Around the World," 1972. "Family Lifestyles Around the World," 1976.
		4. Count to five in Spanish.	Flash cards
		5. Make one or more of the following: pottery, rattle or maracas, decorative studded beaded dish.	Art materials
B. Black American	The child will choose the correct characteristic of the Black-American culture from a group of three choices.	1. Identify and locate the Black American homeland.	Map, globe Fiarotta, Phyllis and Noel. You and Me Heritage Tree. New York: Workman Publishing Company, 1976.
		2. Identify the native dress of Black Americans.	

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Color pictures of Black Americans.	Handout - color sheets
		4. View the filmstrip of the folktale Bombe's Magic Boat.	It's a Small World Folktales. Series by Walt Disney.
		5. View picture #9 from "Living Together in America."	Teaching Picture Sets by David C. Cook . "Living Together in America" "Children Around the World"
		6. Discuss George Washington Carver.	Epstein, Samuel and Beryl. George Washington Carver: Negro Scientist. Garrard Press, 1960.
		7. Plant peanuts.	
		8. Make peanut butter balls.	Peanut Butter Balls 1 c. peanut butter 2 tbl. honey 1/4 c. instant powdered milk
C. Japanese	The child will choose the correct characteristic of the Japanese culture from a group of three choices.	1. Identify and locate the Japanese-American homeland.	Map, globe Fiarotta, Phyllis and Noel. The You and Me Heritage Tree. New York: Workman Publishing Company, 1976.

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Identify Japanese native dress, and color pictures of their native dress.	Handout - color sheets Teaching Picture Sets by David C. Cook. "Children Around the World" (manual and picture #10.)
		3. Copy a Japanese poem for handwriting.	Handout - poem
		4. Read the folktale and view the picture "The Light in the Haunted House" #13.	Teaching Picture Sets by David C. Cook. "Living Together in America" (picture #13.)
		5. View the filmstrip Japanese Children.	Japanese Children. Filmstrip SS42.
		6. Construct Japanese lanterns.	Construction paper
D. Hawaiian	The child will choose the correct characteristic of the Hawaiian culture from a group of three choices.	1. Locate Hawaii on a globe or map.	Map, globe
		2. Gain background information about Hawaii.	Resource Manual: "Living Together in America" (Teaching Picture #14.)

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Hear the story "Sherry's First Luau."	"Sherry's First Luau."
		4. Color pictures of Hawaiian children.	Handout - color sheets
		5. Make a crepe paper lei.	Crepe paper, yarn, string
		6. Examine a coconut and talk about its uses.	Coconut
		7. View the filmstrip The Strongest Boy in the World.	It's a Small World Folktales. Series by Walt Disney.
E. Italian	The child will choose the correct characteristic of the Italian culture from a group of three choices.	1. Locate Italy on a globe or map.	Map, globe
		2. Receive background information about Italy.	Teaching Picture Sets by David C. Cook. "Living Together in America." (manual and picture #30.)
		3. Hear the story "Peanut Butter for Dinner."	"Peanut Butter for Dinner."
		4. Color pictures of Italian children.	Handout - color sheets

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		5. Make a mosaic from paper, seeds, rocks, or macaroni.	Materials for mosaic
		6. View the filmstrip Italian Children.	Children of Many Lands. Encyclopedia Britannica. (filmstrip kit)
F. Irish	The child will choose the correct characteristic of the Irish culture from a group of three choices.	1. Locate Ireland on a map or globe.	Map, globe
		2. Obtain background information about Ireland.	Teaching Picture Sets by David C. Cook. "Living Together in America." (manual and picture #16.)
		3. Hear the folktale "Hudden and Dudden and Donald O'Neary" from the picture set.	
		4. Color pictures of Irish children.	Handout - color sheets
		5. Talk about leprechauns.	Green, Kathleen. Leprechaun Tales. Lippincott, 1968.

TITLE: American Families

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		6. Make shamrocks.	Art supplies
		7. View the filmstrip Irish Children.	Children of Many Lands. Encyclopedia Britannica. (filmstrip kit)
G. Other Europeans 1. French 2. German 3. Norwegian	The child will choose characteristics of the European cultures.	1. Locate the continent of Europe on a globe or map. Point out Germany, France, and Norway.	Map, globe
		2. Obtain background information.	Teaching Picture Sets by David C. Cook. "Living Together in America." (manual and picture #19.)
		3. Color pictures of French, German, and Norwegian children.	Handout - color sheets
		4. View the filmstrip The Mysterious Tufte-Folk.	It's a Small World Folktales. Series by Walt Disney.
		5. Make Ochter-Foggel Good Luck Bird (German).	Fiarotta, Phyllis and Noel. You and Me Heritage Tree. New York: Workman Publishing Company, 1976, pp. 90-91.

TITLE: American Families

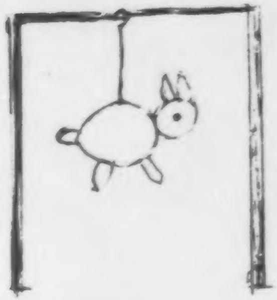
CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		6. Make hand puppets (French).	Art supplies
		7. Make Norwegian Christmas ornaments.	Old Christmas cards
H. Americans All	The child will distinguish between pictures of different cultures by correctly choosing and writing the corresponding number with 80% accuracy.	1. Review all nationalities that were studied in the unit by using the teaching pictures.	Teaching Picture Sets by David C. Cook. "Living Together in America." (manual and picture #20.)
		2. Make a booklet of pictures of children in native costume.	
		3. Have a dinner using foods from different cultures studied in the unit.	Berry, Erick. *Eating and Cooking Around the World: Fingers Before Forks*. Day, 1963.
		4. Construct a piñata and play with it.	Art supplies Candy

PRE-POST TEST

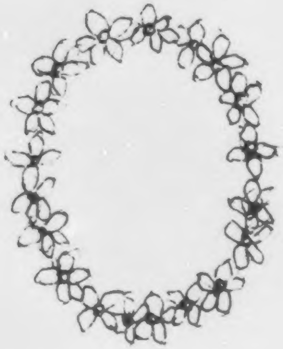
Circle the picture that represents the culture listed.

1. Mexican

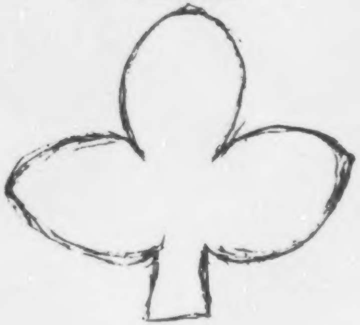
A. piñata



B. lei

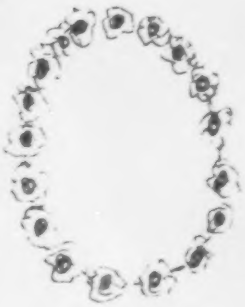


C. shamrock

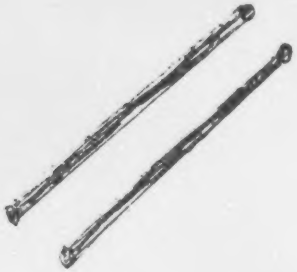


2. Japanese

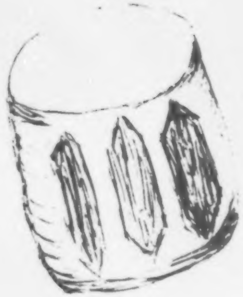
A. lei



B. chopsticks

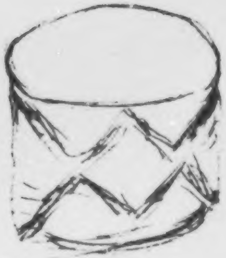


C. drum

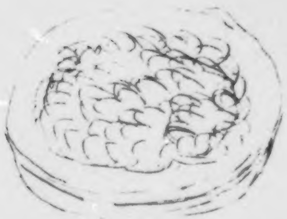


3. Hawaiian

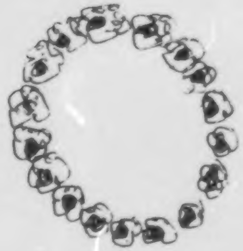
A. drum



B. spaghetti

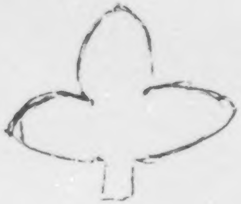


C. lei

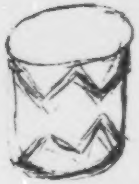


4. Black

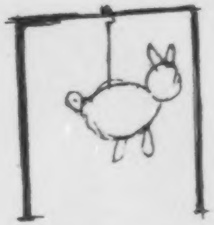
A. shamrock



B. drum

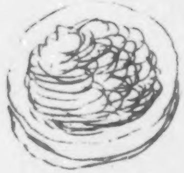


C. piñata

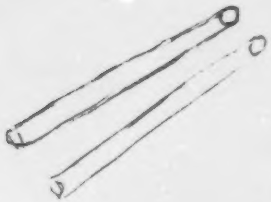


5. Italian

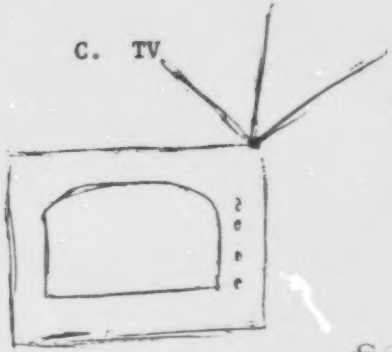
A. spaghetti



B. chopsticks

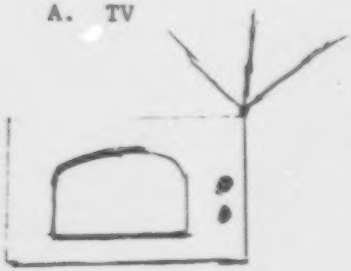


C. TV

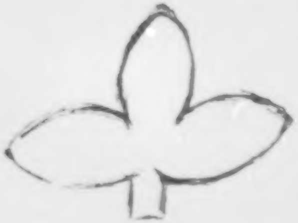


6. Irish

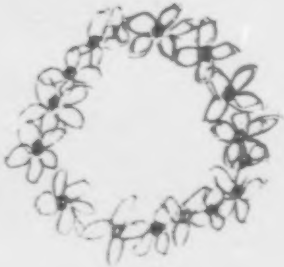
A. TV



B. shamrock

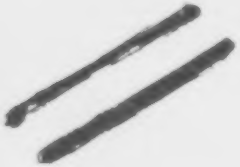


C. lei

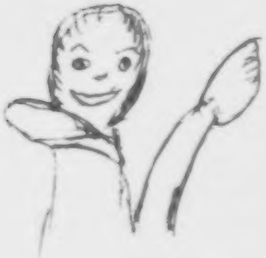


7. European

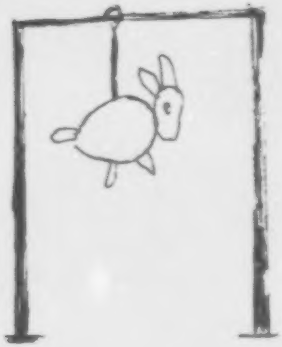
A. chopsticks



B. puppets



C. piñata



MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Second

Subject: Social Studies

Date: 1978

TITLE: The Japanese: Their Culture and Ours

SUBJECT MATTER: The way Japanese people live and meet their needs will be examined through a study of the environment, customs, and traditions of the Japanese people.

GENERAL OBJECTIVES: Through a study of Japanese families, the pupils will learn to appreciate the way other ethnic groups live. The pupil will profit from comparing the American and Japanese styles of living.

OVERVIEW: This unit is intended to be an outline for a second grade study of the Japanese family. The purpose of studying the Japanese family is for students to realize that families of other ethnic groups are basically the same as American families, and to gain specific information about another culture and its influence upon our own.

PREPARED BY: Rosie Banks
Loretta Walton
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 8 hours over a period of two weeks

TITLE: Japan: Their Way of Life

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	IATERIALS AND RESOURCES
I. Japan is located on the continent of Asia, far away from the United States.	The learner will: Identify and locate Japan on a map or globe.	The learner will: 1. Find Japan on maps and globes. 2. Color an outline map of Japan. 3. Use colored chalk to outline Japan and the United States on a globe. 4. Compare the size of Japan and the United States. 5. Calculate the distance from Japan to the United States.	Britannica Junior Encyclopedia. Vol. VIII. Encyclopedia Britannica, Inc., 1972 ed., pp. 179-291. World Book Encyclopedia. Vol. XI. Field Enterprise Educational Corporation, 1978 ed., pp. 30-46. Compton's Young Children's Precyclopedia. Vol. VIII. William Benton Pub. F. E. Compton Co., 1971 ed., pp. 82-89. Globes and Maps Outline map Chalk Crayons Japan: The Land. Number 1. Filmstrip and Record. Color. Nations of Today. 1969, 432 Park Ave. South, New York, New York, 10016: Filmstrip House Inc. Vaughn, Josephine Budd. The Land People of Japan. New York: J. B. Lippincott Co., 1952.

TITLE: Japan: Their Way of Life

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
II. In Japan there are basically four different types of houses. A. Apartment houses B. Wooden houses with thatched roofs C. Expensive houses with pointed roofs D. Houses with sliding doors to make rooms	The learner will: Identify four different types of houses in Japan by labeling with 80% accuracy pictures of Japanese houses when compared with pictures of American houses.	The learner will: 1. Look at pictures in the textbook of Japanese houses and describe orally the different types of homes. 2. View a filmstrip. 3. Using the four illustrations from the text, draw pictures of four different types of houses. 4. Make thatched roof houses. 5. Make a Japanese lantern.	Bracken, D. K., J. M. King, and M. A. Sloan. Families and Social Needs. Atlanta: Laidlaw Brothers, 1974, pp. 75-76. Modern Japan. Number 4. Filmstrip and Record. Color. Nations of Today. 1969, 432 Park Ave. South, New York, New York, 10016: Filmstrip House, Inc. Edelma, Lily. Japan in Story and Pictures. New York: World, 1953, pp. 14-24. Hanoko and Taro of Japan. Number 5. Filmstrip and Cassette. Color. Children Around the World. Singer. Paper Crayons Staw and box Scissors Carr, Rachel. The Picture Story of Japan. New York: David McKay Co., 1962, pp. 6-9.

TITLE: Japan: Their Way of Life

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. Japanese family members are the same as American family members (mother, father, sister, brother), but their appearances are different.	The learner will: After studying the appearance of Japanese and American family members, correctly identify 90% of the pictures shown to them by the teacher.	The learner will: 1. Look at pictures of American and Japanese families and identify each family member. 2. View the filmstrip The Culture. 3. Read the story "The Two Brothers." 4. Make a display of pop-up books showing Japanese people.	Vaughn, Josephine Budd. The Land and People of Japan. New York: J. B. Lippincott Co., 1952. Filmstrip The Culture. No. 3. Dolch, Edward W. Stories from Japan. Illinois: Garrand Press, 1960, pp. 45-52. Runyon, M. A., and Velma F. Bergane. Around the World in 2000 Pictures. New York: Doubleday, 1955, pp. 393-396. Kurosaki, Yoshisuke, and Elizabeth Scofield. Momotaro. Toronto: Educational Progress Corp., 1970. Arai, Ryo, and Elizabeth Scofield. Little One-Inch. Tulsa: Educational Progress Corp., 1970. Kiyosawa, Osamu, and Elizabeth Scofield. The Magic Teakettle. Tulsa: Educational Progress Corp., 1970. Hayashi, Yoshio, and Elizabeth Scofield. Urashima Taro. Tulsa: Educational Progress Corp., 1970.

TITLE: Japan: Their Way of Life

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. The jobs of Japanese and American parents are basically the same.	The learner will: Identify the principal jobs of the Japanese and American parents by identifying each type of work with 80% accuracy.	The learner will: 1. Draw pictures depicting different members and their jobs. 2. Make sock puppets. 3. Using sock pupets, role play the responsibilities of each family member. 4. View pictures in the Social Studies text and discuss the parents' roles. 5. View filmstrips on families. 6. Bring things made in Japan to class.	Bracken, D. K., F. M. King, and M. A. Sloan. Families and Social Needs. Atlanta: Laidlaw Brothers, 1974, pp. 53-54. Pels, Gertrude. Easy Puppets. New York: Crowell, 1951, p. 73. Families Around the World. Filmstrip. Career Awareness. Jim Hardy. Family Members Work. Filmstrip. Primary Social Studies. The People of Japan. Number 48. Socks Yarn Buttons Paper Glue
V. The Japanese enjoy periods of recreation. A. Vacations B. Ballgames, such as baseball, soccer	The learner will: Enjoy creative activities pertaining to the Japanese culture.	The learner will: 1. Make kites. 2. Draw cherry trees. 3. Display dolls.	Yashimo, Taro. Crow Boy. Viking, 1935. Childcraft: The How and Why Library. Chicago: Field Enterprise Educational Corp.,1972.

TITLE: Japan: Their Way of Life

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
C. Swimming		4. Play Japanese Crab Race.	Harbin, E. O. The Fun Encyclopedia. Nashville: Abingdon, 1968, p. 807.
D. Activities for Children		5. Read stories about Japanese children.	Library of Science. "Children of the World." Vol. VII. pp. 54-55.
1. Flying kites		6. Make two items using the Japanese art of folding paper - cat and fish.	Clarke, Mollie. Momstaro. New York: Follett Publishing Co., 1970.
2. Playing games			
3. Watching TV			Cooper, Elizabeth K. The Fish From Japan. New York: Harcourt, Brace and World, Inc., 1969.
4. Boys' Day			
5. Girls' Day			Dobrin, Arnold. Taro and the Turtles. New York: Coward-McCann, 1966.
			Godfrey, Loraine. "Journey to Japan" In Teacher. No. 8 (1978). p. 53.
VI. Japanese have variety in their dress, which may consist of a kimono or clothes very similar to an American's.	The learner will: To the teacher's satisfaction, identify Japanese dress through oral discussion.	The learner will: 1. Listen to a Japanese student enrolled at Judson College speak about her native land.	Resource speaker dressed in a kimono Display of Japanese clothing

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. View pictures of Japanese and American people and discuss their dress. 3. Dress dolls in Japanese and American attire. 4. Color a picture of a Japanese girl dressed in a kimono. 5. Make a paper kimono.	Bracken, D. K., F. M. King, and M. A. Sloan. Families and Social Needs. Atlanta: Laidlaw Brothers, 1974. A Child's Life in Japan. People of Other Lands: Study Prints. The Wheelwright Press. Stencil of Japanese girl dressed in a kimono McDowell, Bart. "Those Successful Japanese." In National Geographic. March 1974. Vol. 145, No. 3, pp. 323-359. Godfrey, Lorraine. "Journey to Japan." In Teacher. No. 8 (1978), p. 52. Kimball, Thomas L. Ranger Rick. Washington: National Wildlife Federation, 1976.
VII. The most common foods eaten by the Japanese are rice and fish.	The learner will: Identify with 90% accuracy at least two foods eaten by the Japanese by drawing and labeling pictures of them.	The learner will: 1. Listen to a Japanese student from Judson College tell about the diet of Japanese people.	Resource speaker-a student from Judson College Carpenter, Frances, and Frank G. Carpenter. The Foods We Eat. Atlanta: American Book Co., 1925, pp. 19-25, pp. 168-172.

TITLE: Japan: Their Way of Life

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Eat with chopsticks. 3. View pictures of foods eaten by the Japanese. 4. Read a story about the tea ceremony.	Uchida, Yoshika. The Dancing Kettle. New York: Harcourt, Brace, and World, Inc., 1949, pp. 3-10.
VIII. Japan has influenced America in many ways. A. Dress B. Toys C. Dishes D. Radio E. Television	The learner will: Identify to the teacher's satisfaction the Japanese influence on Americans through oral discussion.	The learner will: Add to the display of Japanese items by bringing things from home that were made in Japan.	Display of articles made in Japan

PRE AND POST TEST

The teacher will read the questions to the students. Underline the letter of the correct answer.

1. Japan is located on the continent of:

   a. North America   b. South America   [✓ c.] Asia   d. Africa

2. Japan is much smaller than the United States.

   [✓ Yes]   No

3. Japan is far away from the United States.

   [✓ Yes]   No

4. Workmen build houses in Japan. Mark four words below which name materials used in their work.

   [✓ a.] wood   [✓ b.] straw   c. tatomi   [✓ d.] tile   [✓ e.] grass

5. Which three things listed below could you see in Japan?

   [✓ a.] TV sets   [✓ b.] chopsticks   c. boys washing oxen   [✓ d.] cherry blossom

6. The main room in the Japanese house has a special place called:

   a. hibachi   [✓ b.] tokonoma   c. katemono   d. living room

7. In Japan there are several types of houses. Mark four types of houses you would see.

[✓ a.] apartment houses
[✓ b.] wooden houses with thatched roofs
[✓ c.] expensive houses with pointed roofs
d. tents
[✓ e.] houses with sliding doors to make rooms

8. The Japanese people look different from the American people.

[✓ Yes] No

9. Mark three things many Japanese children do to have fun.

[✓ a.] fly kites
[✓ b.] play games
[✓ c.] watch TV at home
d. ride horses

10. Mark two foods eaten by the Japanese people.

[✓ a.] fish
[✓ b.] rice
c. pizza
d. tacos

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Second

Subject: Social Studies

Date: 1978

TITLE: Know Myself

SUBJECT MATTER: Each child is unique and deserves to be accepted. Each child should believe that he is special.

GENERAL OBJECTIVES: Through a study of this unit students will become aware that: human beings are more alike than different; people can change their emotions and attitudes; human actions affect other people; and every human being is of equal worth.

OVERVIEW: A good feeling about one's self is thought to be a prerequisite to learning. The importance of self concept for the laerner has been recognized throughout history. Socrates taught "Know Thyself." A variety of activities are provided for "learning by doing."

PREPARED BY: Carol Clark
Kala Johnson
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 5 hours

TITLE: Know MySelf

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. I'm me, I'm special. There is no one else just like me.	In a class puppet show the student will state at least five sentences about himself while holding his own personal puppet.	1. Each child will select a partner. On a piece of butcher paper, the children will take turns tracing their partner's body shape. Using art materials the children will fill in their own personal features. Display the cut-out body shapes in an appropriate place.	Art materials Butcher paper
		2. Each child will construct a stick puppet with a face made from his school picture.	School pictures of each child
		3. Children will select books concerning self image from a reading table.	
		4. The class will view the filmstrip People Are Like Rainbows.	People Are Like Rainbows. Filmstrip and cassette. QED Production Catherdral Films, 1969.
II. I have some things that belong to me.	Given a variety of stimuli showing the physical characteristics of people, the learner will orally identify his own characteristics and tell how these vary from others in the class and how	1. Each child will use a tape recorder to identify his voice characteristics. The children will identify voices of others.	Tape Recorder

TITLE: Know Myself

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	they are alike to the satisfaction of the teacher.	2. Find pictures of different colors and shapes of eyes. Using a mirror the children will match the color and shape of their eyes with those in a picture.	Hand mirror Magazines
		3. Each child will examine a strand of his hair under a magnifying glass and compare it with that of a friend.	Magnifying glass
		4. The children will listen to the record Hokey Pokey. Discuss the parts of the body involved in the song. The children will perform the dance.	The Hokey Pokey Melody House Recording-MH - 33 819 N.W. 92nd, Oklahoma City, Oklahoma, 73114 (33½ RPM).
		5. Using the hand mirror the children will explore individual characteristics such as eyes and skin.	Hand mirror
		6. A reading group will learn the poem, "Everybody Says" for a choral reading.	Aldis, Dorothy. "Everybody Says."

TITLE: Know Myself

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
III. I belong to a special family.	The learner will orally state the full name of the parents he lives with, his telephone number, and his address to the satisfaction of the teacher.	1. Using magazine pictures, children will make a family collage similar to their own family.	Magazines Art Materials
		2. The children will participate in a class discussion on how their families celebrate special days such as birthdays, anniversaries, Valentine's Day, Easter, Thanksgiving, and Christmas.	
		3. Children will use a dress-up center to enact home experiences and to understand various roles of family members.	Clothing
		4. For homework assignment the children will trace a hand of each member of the family. They will cut out the hands and bring them to school to compare with the other handprints brought to school.	
		5. Compile a booklet containing telephone numbers and addresses of each class member.	

TITLE: Know Myself

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. I can have feelings of love and hate.	Given three situations concerning emotions of love and hate, the learner will be able to demonstrate that love and acceptance are important in his life to the satisfaction of the teacher.	1. Students will discuss the meaning of love. What does it mean to each child?	
		2. Students will draw a large heart on a piece of paper. Each child will cut pictures from magazines that depict feelings of love. Each child will glue his picture inside the heart.	Art Materials Picture of each student
		3. Students will discuss experiences showing that parents may get cross with their children, but still love them.	
		4. Each child will draw a large face showing hatred. Volunteers will make-up the face.	
		5. Students will participate in a class discussion on love and hate. Begin with: a. "Your favorite aunt comes over for your birthday. How does your face look?"	

TITLE: Know Myself

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		b. "You have just tasted something really terrible. How does your face look?"	
		6. Students will view appropriate filmstrips from the set Getting Along.	Getting Along Five Filmstrips and records. 1. Sticks and Stones 2. Smiles Don't Just Happen 3. Will You Be My Friend? 4. It's Mine 5. I Don't Care Anyway Scholastic/Kindle. 906 Sylvan Avenue, Englewood Cliffs, N.J., 07632.
V. I must learn to cooperate, share, and live with other people.	Given six situations on an activity sheet, the learner will demonstrate his knowledge of cooperation and sharing by answering correctly four out of six responses.	1. Students will view filmstrip Learning to Cooperate. The class will discuss the filmstrip. 2. Students will view the transparency 40-04 "Who is co-operating?" and discuss which show lack of cooperation. 3. View the filmstrip We Learn to Share. The class will discuss the filmstrip. 4. Students will view transparency 40-07 "Let's Take Turns" and discuss ways	Cooperation, Sharing, and Living Together. Kit 40. Educational Projections Corporation. Jackson, Mississippi. Filmstrips (14), learning manuals (4), teachers guide (1), tape with 16 skillsheets, transparencies.

TITLE: Know Myself

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		of taking turns. The students will name various places where taking turns might occur.	
		5. Students will discuss ways of showing kindness. Each child will be asked to perform one act of kindness during the school day.	
		6. The children will role-play the following situations using both the correct and incorrect manner of behavior: a. lining up to go to lunch b. carrying PE equipment c. drinking water at a fountain d. two children wanting the tray at lunch.	

PRE-POST TEST

Read each sentence. Underline yes or no.

1. All people have eyes that are shaped alike. Yes [✓ No]
2. Everyone's hair feels just alike. Yes [✓ No]
3. No one has a voice just like mine. [✓ Yes] No
4. I am like others in some ways. [✓ Yes] No
5. I do not have to be good at everything. [✓ Yes] No
6. I have feelings. [✓ Yes] No
7. No one can know what I think unless I tell him. [✓ Yes] No
8. My thoughts are not important. Yes [✓ No]
9. People like me. [✓ Yes] No
10. Everyone has eyes the same color. Yes [✓ No]

EVALUATION

Prior to initiating this unit the teacher will ask each student to draw a self portrait. The unit focuses attention on body parts, alerting students to the differences and similarities between each person. At the completion of this unit each student will draw another self portrait.

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Third

Subject: Social Studies

Date: 1978

TITLE: Shelters Around the World

SUBJECT MATTER: This unit is a study of different homes around the world, including the American homes.

GENERAL OBJECTIVES: Social studies is concerned with people, their attitudes, and interactions with each other. The unit is developed to aid the pupils in gaining social and intellectual growth by: 1) sharing ideas and personal experiences related to shelter; 2) reading, interpreting, and applying ideas from the textbooks, and prepared worksheets; 3) preparing, giving, and listening to reports; 4) comprehending and sharing materials from filmstrips; and 5) understanding more about people throughout the world and the influence they have had on our culture.

OVERVIEW: Shelters Around the World is a teaching unit designed to help pupils understand that people in the different communities of the world live in a variety of shelters built of many kinds of materials. The pupils will become familiar with the idea that people utilize the materials at hand to make the most appropriate shelters for their families. Through this study pupils will discover that many ethnic groups are represented in shelters of their own land as well as throughout the world, and that modern architecture has been influenced by styles of various cultures.

PREPARED BY: Jewell Cook
Rhonda Lewis
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 10 hours over a period of four weeks

PRE-POST TEST

Answer Yes or No

Yes 1. Does a shelter protect you from weather and danger?

Yes 2. Have you used a shelter today?

No 3. Are all shelters just alike?

Yes 4. Are igloos made of ice?

Yes 5. Can you use mud to build a shelter?

Yes 6. Are some shelters built in trees?

Yes 7. Can shelters be made of straw?

Yes 8. Are tepees made of buffalo skin?

Yes 9. Is a school a shelter?

Yes 10. Do different people in different lands use different types of shelters?

NOTE: This test is to be read by the teacher because of the different levels of ability of the children.

Other Means of Evaluation

1. Booklet with worksheets completed during the unit graded.
2. Group discussion with participation grades.
3. Grades on oral reports in groups.
4. Grades on book reports.

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. What is a shelter?	General Objectives	The pupil will:	
A. Everyone needs shelters.	The pupil should show some progress in his:	1. Read, discuss, and answer questions on the handout "What Is A Shelter?"	*Handout - "What Is A Shelter?"
B. Special shelters are used:	1. responsibility for helping to make the school a good shelter.	2. Read and discuss pages 165-175 in the textbook.	Partch, Dorthea Wein. Our Basic Needs: Food, Clothing, Shelter. New York: Harper and Row, 1965.
1. for travel.	2. co-operation in making a home.	3. Bring pictures of shelters for a display. (Each child tells one reason why his picture is a shelter.)	Godden, Rumer. Mouse House. New York: Viking Press, Inc., 1967.
2. for work.	3. concern for others in sharing a shelter.		
3. for treasures.	4. appreciation of all the things which shelters provide.	4. Write a story about a shelter in which one plays.	Blough, Glen. Who Lives In This House. New York: Whittlesey House, 1968.
4. for fun.			
5. for worship.	5. acceptance of the worth of an individual regardless of the house in which he lives.	5. Make a list of shelters seen on the way to school.	Sterling, Helen. Biggest Family in Town. New York: David McKay, 1962.
C. A house is a home.		6. Make a list of shelters in which parents work.	Burton, Virginia. Little House. Boston: Houghton and Mifflin, 1964.
	With 80% accuracy the pupil will write four sentences, each stating a reason shelters are important to people.	7. Draw a picture of his home.	Field, Rachel. "Doorbell." In Pointed People. New York: The Macmillan Co., 1963.

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		8. Make a list of the things that make his house a home.	Hader, Berta and Elmer. Little Stone House. New York: The Macmillan Co., 1964.
		9. Read poems about different shelters.	Burns, William A. World Full of Homes. New York: McGraw-Hill, 1953.
		10. Read books about shelters.	
		11. Make booklets containing pictures and captions showing the kind of house in which he would like to live.	
		12. Write a sentence telling something he can do to make his house a home.	
		13. Write a poem titled "What I Like Best About My Home."	
		14. Draw pictures of situations that help make a home a happy or an unhappy place.	

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
II. Homes of people in other parts of the world	With 90% accuracy the child will be able to write one sentence about each different home, giving one reason why it is unusual. The child will complete the handouts to form a booklet on shelters around the world. With 90% accuracy the brighter child will write a paragraph about each different type home, describing the reason certain materials are used for each home.	The pupil will: 1. Read and discuss the handout "Unusual Homes." 2. Answer five questions relating to the handout. 3. Draw his version of an unusual house.	*Handout - "Unusual Homes"
A. Tepee		The pupil will: 1. Read, discuss, and color the handout "Tepee." 2. Discuss Indian signs or symbols on a tepee. 3. Discuss materials used to build a tepee.	*Handout - "Tepee"

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. Answer three questions relating to the handout.	
		5. Create three Indian signs.	
		6. Make a tepee using paper plates and Indian signs.	
B. Pueblo		The pupil will:	
		1. Read, discuss, and color the handout "Pueblo."	*Handout - "Pueblo"
		2. Answer five questions relating to the handout.	
		3. Build a pueblo village using boxes of different sizes.	
		4. Read, discuss, and color the handout "We Visit Chi Chi and his Pueblo."	*Handout - "We Visit Chi Chi and his Pueblo"
		5. Draw and color a picture of an Indian child beside his shelter.	

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
C. Igloo		The pupil will:	
		1. Read, discuss, and color the handout "Igloo."	*Handout - "Igloo"
		2. Answer four questions relating to the handout.	
		3. Pretend he is an Eskimo. Describe building an igloo and living in it.	
		4. Make an igloo using either cotton or sugar cubes.	
		5. Collect pictures of people who live in cold lands.	
D. Japanese houses		The pupil will:	
		1. Read, discuss, and color the handout "Japanese House."	*Handout - "Janpanese House"
		2. Answer two questions relating to the handout.	

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		3. Write a story about an evil spirit who could not get in the shelter.	
E. Houses in hot, dry lands 1. Tents 2. Adobe homes 3. Straw huts		The pupil will: 1. Read, discuss, and color two handouts of "Houses in Hot, Dry Lands." 2. Complete statements about these shelters. 3. Choose a shelter and write a paragraph telling why he would build it.	*Handouts- "Houses in Hot, Dry Lands"
III. American homes	The pupil will write two sentences about each type of American home. The sentences will give the appropriate location and description of the home with 80% accuracy. The brighter pupil will write a paragraph giving two reasons why homes in different parts of the United States are built as they are.		

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
A. Homes in cold lands			
1. Alaska		The pupil will:	
		1. Read, discuss, and color the handout "Aknik Lives in Alaska."	*Handout - "Aknik Lives in Alaska"
		2. Write a letter to Aknik asking him about his Alaskan home.	
		3. Watch and discuss the filmstrip Alaska, Our Northernmost State.	Filmstrip - Alaska, Our Northernmost State.
		4. Read pages 135-144 in the textbook.	Bracken, Dorothy, Frederick King, and Margaret Sloan. Communities and Social Needs. Georgia: Laidlaw Brothers, 1974.
2. Homes in northern United States		The pupil will:	
		1. Read, discuss, and color the handout "David Morrison's Home In Winter."	*Handout - "David Morrison's Home In Winter"

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Answer in a paragraph the question, "Why do you think David needs a strong house?"	
B. Homes in warm lands			
1. Hawaiian homes		The pupil will:	
		1. Read, discuss, and color the handout "Kione's Home In Hawaii."	*Handout - "Keone's Home In Hawaii"
		2. Watch and discuss the filmstrip Hawaii, Our 50th State.	Filmstrip - Hawaii, Our 50th State.
		3. Read pages 103-112 in the textbook.	Textbook - Communities and Social Needs.
2. Homes in southern United States		The pupil will:	
		1. Read, discuss, and color the handout "Peggy Summers Lives in the South."	*Handout - "Peggy Summers Lives in the South"
		2. Write sentences describing the home.	

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
C. Migratory homes		The pupil will:	
		1. Read, discuss, and color the handout "Bobby Travels With His Family."	*Handout - "Bobby Travels With His Family"
		2. Draw the different types of homes used by migrants.	
IV. Comparing American homes with those in other lands		1. The pupil will:	
A. Similarities		a. Read, discuss, and color the handout "Where Does Your President Live?"	*Handout - "Where Does Your President Live?"
B. Differences		b. Read pages 201-205 in the textbook.	Textbook - Communities and Social Needs.
		c. Watch the filmstrip Homes Around The World and discuss it.	Filmstrip - Homes Around the World.
		d. Watch Walt Disney filmstrips and discuss them.	Filmstrips - It's a Small World Folktales. (a series)
		e. Read books listed in Children's Bibliography displayed in the room and write short book reports.	*NOTE: Handouts are available upon request.

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		f. Build different shelters for a play. Invite parents and other classes to tour the display.	
		2. Invite Mrs. Edith Nunnelley, formerly of Nigeria, to show slides of homes in Africa.	
		3. Invite Miss Martha White to visit the class to show slides of shelters in Hawaii and to explain the similarities and differences of their homes and ours.	
		4. The class may visit the Archives Museum in Montgomery to see different objects of Indian culture.	
		5. Mrs. Lewis will show pictures of different shelters in England and compare them with American homes.	

TITLE: Shelters Around The World

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		6. The class will divide into groups to draw posters and write short reports including the similarities and differences of the following shelters covered in the unit: a. tepees b. pueblos c. igloos d. Japanese homes e. homes in hot lands f. American homes 7. Individual students may report on different shelters in Marion.	

TEACHER'S BIBLIOGRAPHY

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1. "The Little House" p. 259
2. "Sky Scraper is A City's House" p. 128
3. "Song for a Little House" p. 128
4. "The Shiny Little House" p. 129
5. "The House of the Mouse" p. 38

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FILMSTRIPS

Architecture and Your Life

Nature, Man and Architecture

It's a Small World Folktales. A set by Walt Disney.

Asia: Lady Meng: The Faithful Wife.
Hawaii: The Strongest Boy in the World.
Africa: Bombe's Magic Boat.
Norway: The Mysterious Tufte Folk.

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MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Fourth

Subject: Social Studies

Date: 1978

TITLE: Famous Black Americans

SUBJECT MATTER: Famous Black Americans and their contributions to the American way of life will be examined.

GENERAL OBJECTIVES: Among the groups who have contributed to the American way of life are Blacks. The learner will be able to identify the important achievements and contributions of Blacks in the United States.

OVERVIEW: This unit is intended to be taught in a three to five week period in a fourth grade program. It may be integrated into Social Studies, Language Arts, Music, Art, and Physical Education. This interdisciplinary study examines the contributors and contributions of American Blacks to the American society and provides an opportunity for students to gain an awareness and appreciation of Black achievements and contributions.

PREPARED BY: Margaret L. Billingslea
Georgia S. Walker
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 45 min. (daily)
for 3-5 weeks

TITLE: Famcus Black Americans

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Language Arts	A. Given a teacher-prepared list of great American Blacks, the learner will be able to identify the contributions that each has made to the American way of life by matching the name of the person with his contribution.	1. Collect information about the outstanding Black achievers by using resource materials. a. Education (1) Booker T. Washington (Tuskegee Institute) (2) Mary McLeod Bethune (Bethune-Cookman College) b. Science (1) George Washington Carver (2) Charles Drew	Adams, Russell, Eugene Winslow, and David Russ. Great Negroes Past and Present. Chicago: Afro-American Publishing Company, 1963. Barntemps, Arna. An Anthology of Negro Poetry for Young People. Folkway Records FC7114A, 1958. Batson, Larry. Walt Frazier. Ameeus Street, Mankato, Minnesota, 1974. Brawley, B. G. Paul L. Dunbar: Poet of His People. Chapel Hill: University of North Carolina, 1936.
	B. Given a list of famous Black Americans in sports and clues to the identity of each, the learner will match orally person to correct clue.	c. Sports (1) Jesse Owens (Track) (2) Wilt Chamberlain (Basketball) (3) Hank Aaron (Baseball) (4) O. J. Simpson (Football) (5) Muhammad Ali (Boxer) (6) Willie Mays (Baseball)	Britannica Junior Encyclopedia. Chicago: William Benton, Publisher, 1963. Carruth, Ella Kaiser. The Story of Mary McLeod Bethune: She Wanted to Read. New York: Abington Press, 1969. Clayton,Ed. Martin Luther King: The Peaceful Warrior. New Jersey: Prentice-Hall, 1970.

TITLE: Famous Black Americans

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		(7) Joe Louis (Boxer) (8) Jackie Robinson (Baseball)	Ebony. Johnson Publishing Co., 820 Michigan Ave., Chicago, Illinois, 60605 May, 1977, pp. 92-100.
		d. Literature (1) Langston Hughes (Poet) (2) Paul Lawrence Dunbar (Poet) (3) James Weldon Johnson (Poet)	Ebony Pictorial History of Black America. Editors of Ebony. Nashville: The Southwestern Company, 1971. Epstein, Beryl and Samuel. George Washington Carver: Negro Scientist. Champaign, Ill.: The Garrard Press, 1972.
		e. Music (1) Marian Anderson (Singer) (2) Aretha Franklin (Singer) (3) William C. Handy (Father of Blues) (4) Mahalia Jackson (Singer) (5) The Jackson Five (Singers)	Handy, W. C. B.F.A. Ed. Medra A Division of C. B. S., Inc. 2211 Michigan Avenue, Santa Monica, Cal., 90404. Hughes, Langston. The Dream Keeper and Other Poems. Knaph Publishing Company, 1932. Hughes, Langston. The Poetry of the Negro. Doubleday Publishing Company, 1970.
		f. Civil Rights (1) Dr. Martin Luther King, Jr. (2) Thurgood Marshall (3) Roy Wilkins (4) Andrew Young	Jet. Johnson Publishing Co., 820 S. Michigan Ave., Chicago, Illinois, 60605, 1969.

TITLE: Famous Black Americans

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	C. Given picture cards showing inventions the pupils will match cards with names of inventors.	g. Inventors (1) Benjamin Banneker (Clock) (2) Hyram Thomas (Potato Chip) (3) Augustus Jackson (Ice cream) (4) George Carver (Peanut butter) (5) Daniel Williams (Open heart surgery)	King, John, and Marcet King. Famous Black Americans. Austin: Steck Vaughn Company, 1975. Leipold, Edmond. Famous American Negroes. T. S. Denison, 1967. May Julian. Ernie Banks: Run Slugger. Mankato, Minn.: Crestwood House, Inc., 1973. _____. Arthur Ashe: Dark Star of Tennis. Mankato, Minn.: Crestwood House, Inc., 1974.
		2. Choose an outstanding black American and develop an outline of his life's major activities and achievements.	_____. Hank Aaron: Clinches the Pennant. Mankato, Minn.: Crestwood House, Inc., 1974.
		3. Develop a bulletin board containing pictures of Black Americans.	_____. Muhammad Ali: Boxing Superstar. Mankato, Minn.: Crestwood House, Inc., 1975.
		4. Write poems about famous Black Americans and share them with the class.	_____. Willie Mays: Most Valuable Player. Mankato, Minn.: Crestwood House, Inc., 1972.
II. Social Studies	A. Given stories and articles on Blacks, the learner will become familiar	1. Gather important facts about famous Black Americans and organize them to	_____. O. J. Simpson: Juice of the Gridiron. Mankato, Minn.: Crestwood House, Inc., 1974.

TITLE: Famous Black Americans

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	with important achievements and contributions of Blacks.	develop an oral or written report.	Millender, Dharathula H. Martin Luther King, Jr.: Boy With A Dream. Bobbs Merrill, 1969.
	B. Given a map of the United States, the learner will locate the birth places of famous Black Americans.	2. Locate the birth place of famous Black Americans on a map of the United States.	Rainbolt, Richard. Boxing's Heavyweight Champions. Derner Publications Company, 1975.
		3. Collect pictures from Black periodicals of famous Black Americans to be mounted on construction paper for a bulletin board display.	Shapiro, Milton J. Jackie Robinson of the Brooklyn Dodgers. New York: Julian Messner, 1957. Shapiro, Milton J. The Hank Aaron Story. New York: Julian Messner, Inc., 1962.
	C. Given a list of Black Americans and their professions, the learner will match the person with his profession.	4. Have each learner describe from a list (orally or in written form) the answer to the question, "What would Americans have missed if the following Americans had not made their unique contributions?"	Spangler, Earl. The Negro In America. Learner Publications Co., 1971. Stevenson, Augusta. Booker T. Washington: Ambitious Boy. The Bobbs Merrill Company, Inc., 1960.
		5. Build a time line showing names of Black Americans and their achievements.	Singer. The Rev. Dr. Martin Luther King, Jr. Filmstrips and cassette. 19 min. (1c-30B). Singer. Blacks in Government And Human Rights. Cassettes. Time 15 min. (1c-31 A & B).

TITLE: Famous Black Americans

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		6. Two groups, within 20 minutes, will develop a series of questions dealing with famous Black Americans previously studied. Teams are challenged by asking questions of each other.	Young, Margaret B. The Picture Life of Martin Luther King, Jr. Franklin Watts, Inc., 1968. Young, Margaret B. The First Book of American Negroes. Franklin Watts, Inc., 1970.
		7. Take a field trip to George Washington Carver Museum at Tuskegee Institute.	Singer. Blacks in Art. Cassettes. Time 16 min. Society for Visual Education, Inc. (lc-33 A & B).
		8. Make Peanut Brittle 2 c. shelled raw peanuts 1 1/2 c. sugar 2/3 c. white karo 2 t. soda Mix raw peanuts, sugar and Karo, and boil over medium heat until honey colored and peanuts begin to pop. Remove from heat and stir in soda. Beat vigorously. Work fast and pour on buttered cookie sheet. Allow to cool. Break into desired number of pieces.	Millendar, Dharathula H. Louis Armstrong. The Merrill Company, Inc. Johnson, James Weldon. God's Trombones: Seven Negro Sermons in Verse. Viking Publications Company, 1927. Uggams, Leslie. The Leslie Uggams Beauty Book. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970.

TITLE: Famous Black Americans

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		9. Make a roller movie showing pictures and accomplishments of Black Americans.	
		10. Construct a mural containing pictures and equipment used by Black Americans.	
III. Art	Given a variety of books and magazines, the learner will select pictures of Black Americans previously studied.	1. Make a scrapbook containing information and pictures collected during the study of famous Black Americans.	
		2. Display pictures of famous Black Americans. Discuss similarities and differences between the pictures.	
IV. Music	A. Given an opportunity to hear spirituals and folk songs of Black Americans, the learner will show an appreciation for Black music by learning to sing selected songs.	1. Listen to and learn to sing spirituals and folk songs.	

TITLE: Famous Black Americans

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	B. Using rhythm instruments the learner will play simple selections.	2. Play simple selections using rhythm instruments.	

PRE AND POST TEST

Underline the correct answer in each of the following:

1. One famous Black educator was:
   A. Malcolm X   B. Booker T. Washington   C. John J. Carver   D. Marian Anderson
   E. None of these

2. Mary McLeod Bethune founded:
   A. Florida A. & M   B. University of Florida   C. Bethune Cookman College
   D. Tuskegge Institute   E. None of these

3. A Black scientist whose studies developed over three hundred uses for the peanut was:
   A. Daniel Williams   B. Wilt Chamberlain   C. Charles Drew
   D. George Washington Carver

4. One person who is not a Black athlete is:
   A. O. J. Simpson   B. Frank Robinson   C. Reggie Jackson   D. Martin L. King
   E. Willie Mays

5. The Black baseball player who broke Babe Ruth's homerun record was:
   A. Willie Mays   B. Hank Aaron   C. Jackie Robinson   D. Ernie Banks
   E. None of these

6. The first Black in major league baseball was:
   A. Satchell Paige   B. Frank Robinson   C. Reggie Jackson   D. Jackie Robinson
   E. Roy Campanella

7. Musical contributions of Blacks are:
   A. Blues   B. Jazz   C. Spirituals   D. All of the above
   E. None of the above

8. Booker T. Washington and Mary McLeod Bethune contributed to American:
   A. Education   B. Politics   C. Sports   D. Music
   E. None of the above

9. Dr. Martin Luther King was a famous:
A. Singer B. Educator C. Scientist [✓ D.] Civil Rights leader
E. Politician

10. The first Black woman elected to the United States Congress was:
A. Mary McLeod Bethune B. Barbara Jordan [✓ C.] Shirley Chisolm
D. Coretta Scott King E. Jeanne Young

11. Muhammad Ali is known for his athletic skill in:
A. Baseball B. Football C. Basketball [✓ D.] Boxing E. Swimming

12. Wilt Chamberlain is a famous:
A. Football player B. Hockey Player C. Golfer D. Baseball player [✓ E.] Basketball player

13. Potato chips were first made by a Black American whose name is:
A. Augustus Jackson [✓ B.] Hyram Thomas C. Benjamin Banneker D. Edward Brooke E. None of the above

14. The name of a famous Black poet is:
A. Nathaniel Hawthorne [✓ B.] Paul Lawrence Dunbar C. Rudyard Kipling D. Robert Louis Stevenson
E. Robert Frost

15. The Queen of Gospel singing was:
A. Marian Anderson B. Nina Simone [✓ C.] Mahalia Jackson D. Aretha Franklin
E. Bessie Smith

16. The name of famous Black magazines are:
A. Jack and Jill B. Sports Illustrated [✓ C.] Ebony [✓ D.] Jet [✓ E.] Black Enterprises

17. A famous Black tennis player known as the "Dark Star" of tennis is:
A. O. J. Simpson B. Walt Frazier [✓ C.] Arthur Ashe D. Frank Russel E. Wilt Chamberlain

18. The famous Black baseball player know as the "Homerun Slugger" is:
[✓ A.] Willie Mays B. Phil Regan C. Ernie Banks D. Willie Richardson E. Hank Aaron

19. A famous Black trumpet player was:
A. William C. Handy [✓ B.] Louis Armstrong C. Duke Ellington D. Nat King Cole E. Matthew Hensen

20. W. C. Handy is called "Father" of:
A. Opera B. Rock and Roll C. Western Music D. Blues E. Gospels

21. The Heisman Trophy was presented in 1968 to:
A. Jim Brown B. O. J. Simpson C. Joe Namath D. Walt Frazier E. Reggie Jackson

22. The famous Black baseball player whose career was ended by an automobile accident was:
A. Jackie Robinson B. Willie Mays C. Roy Campanella D. Reggie Jackson
E. None of these

23. The famous civil rights leader who advocated non-violence in securing rights for Blacks was:
A. Albert Turner B. Robert Abernathy C. James Foreman D. Martin Luther King, Jr.
E. None of these

24. The first Black to serve as Ambassador to the United Nations is:
A. Whitney Young B. Jesse Jackson C. James Johnson D. Andrew Young
E. None of these

25. The famous Black civil rights leader who was assassinated was:
A. Roy Wilkins B. Martin Luther King, Jr. C. James Orange D. Fred Shuttleworth
E. None of these

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Fourth

Subject: Remedial Reading

Date: 1978

TITLE: African and American Folklore

SUBJECT MATTER: Specific African and American Folklore will be studied and compared as to content, setting, characters, customs, and origin.

GENERAL OBJECTIVES: Pupils will obtain an awareness of the rich heritage of African and American Folklore and develop an appreciation of the role his culture has played in creating tales and legends meaningful to his people and enjoyed by all cultures.

OVERVIEW: All cultures contain folklore, and the simplicity of its form makes it an appropriate form of literature for study by remedial readers. Through the study of folklore of different ethnic groups pupils are exposed to customs and values of other cultures which they may compare with their own.

PREPARED BY: Theresa Anderson
Connie Cook
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 20 hours

TITLE: African and American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Introductory information on African and American Folklore	The pupils will participate in an introduction of the unit on African and American Folklore.	Pupils will hear the introductory chapter previews on Africa and America. Pupils will view True Son, American Frontier Boy and discuss the filmstrip Kofi, An African Boy. Pupils will compare the content of the filmstrip and the two boys in their native settings. Pupils will draw costumes of typical Early Americans and Africans to use while studying the unit.	Marcatante, John J., and Robert R. Potter. American Folklore And Legends. New York: Globe Book Company, 1967. Potter, Robert R., Ed. D., and H. Alan Robinson. Myths And Folk Tales Around The World. New York: Globe Book Company, 1963. Kofi, An African Boy. Walt Disney Action Stories. True Son, American Frontier Boy. Walt Disney Action Stories. Projector for filmstrip Record player Cassette player Large drawing paper Assorted water paints Paint brushes Crayons
II. African Folklore A. "The Man Who Owned The Moon"	After listening to a taped recording of "The Man Who Owned The Moon" the pupils will: 1. Write the answers to ques-	Pupils will listen to a tape of "The Man Who Owned The Moon" and then discuss the story in small groups. Each small group will share their	Potter, Robert R., Ed. D., and H. Alan Robinson. Myths And Folk Tales Around the World. New York: Globe Book Company, 1963.

TITLE: African And American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	tions about the story with 80% accuracy. 2. Write the definitions of the words used in the story with 100 % accuracy. 3. Retell the story in their own words, summarizing the details. 4. Draw on paper the visual images of the scenes in the story from memory. 5. Explain the pictures drawn for the class, showing the relationship of the picture to a chosen scene in the story.	ideas with the class. Pupils will discuss the words on the "Words We Need To Know" (handout) to learn the meaning and correct usage of each. After the discussion the pupils will write the answers to the handout and check them for correctness. On a separate handout pupils will answer questions related to the story and upon completion check the answers with a key for correctness. After pupils listen to the story again they will draw, in small groups, murals of scenes from the story "The Man Who Owned The Moon" from memory. Taking turns the pupils will use the murals to tell the story to the class.	Teacher-made cassette tape of "The Man Who Owned The Moon" Vocabulary sheet and key Question sheets and key Drawing paper Crayons Paint Colored chalk Paint brushes Scissors Glue Old cloths Cassette player
B. "The Lion and Mr. Hunger"	After listening to the story read by the teacher and practicing with cut-up pieces of	Pupils will listen to the teacher read the story. Afterward pupils will prac-	Potter, Robert R., Ed. D., and H. Alan Robinson. Myths And Folk Tales Around The World.

TITLE: African and American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	the story, the pupil will put the story in the correct reading order with 100% accuracy.	tice sequencing the story with individual sets of the story.	New York: Globe Book Company, 1963.
		Pupils will divide into two groups and will put the cut-up story into the correct reading order. Both groups will present their story and judge for correctness. Any errors will be corrected by the groups. Afterward pupils will take turns reading the story aloud in the correct sequence.	Individual sets of the story "The Lion and Mr. Hunger" cut-up Related handout with a key Construction paper Crayons Glue Hunt, Kari, and Bernice Wells Carlson. Masks And Mask Makers. New York: Abingdon Press, 1963.
	After practicing reading the story in parts and as a whole, both silently and orally, the pupils will listen to the oral directions, given by the teacher, for a handout and will work the handout with 80% accuracy.	Pupils will listen to the oral directions for a handout and will work the handout related to the story "The Lion and Mr. Hunger." Then pupils will check the handout with the teacher and correct any errors.	
	After listening to the story and working with the story "The Lion And Mr. Hunger", the pupils will participate in a creative activity related to the story.	Using construction paper, crayons, and glue, pupils will make masks of characters in the story. Pupils will wear the masks, read the story aloud, and role play each character.	

TITLE: African And American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
C. "Kintu And The Law of Love"	After pupils listen to the teacher read "Kintu And The Law of Love" they will participate in a vocabulary study.	Pupils will listen to the teacher read the story and will study the vocabulary with word and phrase cards.	Potter, Robert R., Ed. D., and H. Alan Robinson. Myths And Folk Tales Around The World. New York: Globe Book Company, 1963.
	After the vocabulary study the pupils will correctly use the vocabulary words in both oral and written sentences.	Pupils will tell sentences to the group using the vocabulary words and will write sentences using each word.	Vocabulary word cards Vocabulary phrase cards Drawing paper Crayons
	After reading the entire story silently, pupils will illustrate the part they liked best and share a summary of the part of the story they illustrated.	Pupils will read the story silently and will draw a picture of the part they liked best. Then pupils will prepare a short summary of the part they illustrated and take turns sharing these with the class.	
	After reading, sharing, and discussing the story, pupils will list one way in which the story is like people of today and one way in which it is different.	Pupils will write one way the story "Kintu And The Law Of Love" is similar to the way people live today and a way in which the story is different. All pupils will share their ideas with the class.	
	After a thorough discussion of the story, pupils will write papers which:	Pupils will discuss the story and write a comparison of this story with the story of "Noah And The Ark."	

TITLE: African And American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	1. Relate this story to the story of "Noah And The Ark."		
	2. Explain the statement made by Kintu: "No Man Fights In My Name."	Pupils will write their interpretation of the statement: "No Man Fights In My Name."	
D. Why Mosquitos Buzz In People's Ears	After completing a study of story Why Mosquitos Buzz In People's Ears, pupils will choose the main idea from a set of three choices with 100% accuracy.	Pupils will take a field trip to the Perry County Library and listen to the librarian's presentation of a puppet show on Why Mosquitos Buzz In People's Ears. Pupils will individually illustrate the final scene in the story of all the animals at the council. Pupils will select the main idea of the story from a set of three choices listed on a handout.	Perry County Library and Librarian Puppet Show Theater Kit of Why Mosquitos Buzz In People's Ears. Perry County Library. Aaedema, Verna. Why Mosquitos Buzz In People's Ears. New York: Dial Press, 1975.
E. "Goso, The Teacher"	After hearing "Goso, The Teacher" on tape and seeing the puppet show of Why Mosquitos	After hearing the story "Goso, The Teacher" pupils in small groups will draw murals de-	Potter, Robert R., Ed. D., and H. Alan Robinson. Myths And Folk Tales Around The World.

TITLE: African And American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	Buzz In People's Ears, pupils will compare the two stories by telling aloud how they are alike and how they are different in plot development.	picting the characters in the proper sequence and will compare and contrast this story with the story Why Mosquitos Buzz In People's Ears.	New York: Globe Book Company, 1963. Handout of main events in mixed order
	Using phonetic skills the pupils will correctly pronounce 80% of the proper names representing characters in "Goso, The Teacher."	After reading the main events of the story on sentence strips and placing the events in proper sequence, pupils will number events on a handout in the proper order.	Sentence strips of the main events
F. "Why Monkeys Live In Trees"	After listening for pleasure to "Why Monkeys Live In Trees" pupils will follow oral directions given by the teacher and work a related handout with 80% accuracy.	Pupils will listen to "Why Monkeys Live In Trees" on a tape. After the tape conclusion, pupils will work a reading handout activity on the story.	Teacher-made tape of the story "Why Monkeys Live In Trees" Handout related to the story Nunn, Jessie Alford. African Folk Tales. New York: Funk and Wagonals, 1969. Cassette player
III. American Folklore			
A. "Why The Goat Lost His Tail"	After having heard "Why The Goat Lost His Tail," pupils will read the parts of the	The pupils will perform choral readings of "Why The Goat Lost His Tail."	Stenciled copies of the story "Why The Goat Lost His Tail"

TITLE: African And American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	Narrator, Noah, and the Goat.	Pupils will make a charcoal drawing of Noah pleading with the Goat to come in, showing his stubbornness and the results of that stubbornness.	Whiting, Helen Adele. Negro Folk Tales. Washington, D. C.: The Associated Publishers, 1938.
B. "The Story Of The Tar Baby"	After viewing the filmstrip Brer Rabbit Meets The Tar Baby, pupils will list and discuss all the characters and their dress.	Pupils will view the filmstrip Brer Rabbit Meets The Tar Baby. They will discuss the filmstrip story and the characters. Pupils will draw, color, and cut-out costumes of the characters in the story. Pupils will vote on the best costumes and use them to act out the story. Pupils will choose another class for which to role play the story, using a taped reading of the story.	McCracken, Glenn, and Charles C. Walcutt. Basic Reading. New York: J. B. Lippincott Co., 1964. Brer Rabbit Meets The Tar Baby. Tall Tales In American Folklore Kit. Walt Disney Publications. Butcher paper Crayons Teacher-made tape of "The Story Of The Tar Baby" Cassette player Projector Sequencing handout Sentence handout with the vocabulary words
	After working the previous activities, the pupils will arrange sentences in the correct order with 80%	Pupils will work a handout on sequencing correctly and discuss the answers.	

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	accuracy (to be taken from "The Story Of The Tar Baby").		
	Following written directions on a handout, pupils will use in sentences, with 100% accuracy, the vocabulary words taken from "The Story of The Tar Baby."	Pupils will work a handout using the vocabulary words in the story in sentences and then will use the words in original written sentences.	
C. "Paul Bunyan And His Wonderful Blue Ox"	After listening to "Paul Bunyan And His Wonderful Blue Ox" on tape the pupils will: 1. Distinguish the facts from the fiction through a written exercise. 2. Tell why the fictitious parts could not happen the way they appear in the story. 3. Write a menu similar to the one in the story.	After listening to a tape, pupils will discuss the story "Paul Bunyan And His Wonderful Blue Ox." Pupils will listen to the story again and list the parts of the story that are factual. Pupils will make another list of the parts of the story that are fictitious and choose from this list five items, telling in detail why they could not be facts.	McCracken, Glenn, and Charles C. Walcutt. Basic Reading. New York: J. B. Lippincott Co., 1964. Marcatante, John J., and Robert R. Potter. American Folklore And Legends. New York: Globe Book Company, 1967. Teacher-made tape of the story "Paul Bunyan And His Wonderful Blue Ox" Menu format handout Chart with the menu from the story

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
D. "Buffalo Bill-How He Got His Name"	After having read the story about Buffalo Bill the pupils will: 1. List the proper names. 2. Retell the story using summarizing sentences.	After a vocabulary study and silent reading, pupils will read the story "Buffalo Bill-How He Got His Name" into a tape recorder. After recording pupils will play back the tape and listen for expression, smoothness, and clearness. Pupils will record a second reading and compare the two. After silently reading the story, pupils will compile a list of the proper names in the story. Pupils will view the filmstrip The Story of Buffalo Bill Cody and will orally discuss it. Pupils will read the story in the text and will take turns summarizing the story.	McCracken, Glenn, and Charles C. Walcutt. Basic Reading. New York: J. B. Lippincott Co., 1964. Blank cassette Cassette recorder The Story of Buffalo Bill Cody. Great American Frontiersman Kit.
E. "Davy Crockett Kills a Bear"	After listening to the story of "Davy Crockett Kills A Bear," the pupils will answer ten multiple choice	Given a list of "Words We Need To Know," pupils will study the meaning and use the words in complete written	Marcatante, John J., and Robert R. Potter. American Folklore And Legends. New York: Globe Book Company, 1967.

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	questions about the story with 70% accuracy.	sentences. The sentences will be related to the content of the story.	
		As a group the class will write their meaning of the famous battle cry "Don't Give Up the Ship."	
		Pupils will work a handout of ten multiple choice items taken from the story and will view the filmstrip The Story Of Davy Crockett, Great American.	The Story of Davy Crockett, Great American. Great American Frontiersman Kit. Story related handouts
F. "Casey Jones, Hero Of The Flaming Rails"	After pupils study the vocabulary words and read the story "Casey Jones, Hero Of The Flaming Rails," they will follow written directions and complete sentences about the story.	Pupils will participate in a vocabulary word study related to the story "Casey Jones, Hero of The Flaming Rails" and then will read the story silently.	Marcatante, John J., and Robert R. Potter. American Folklore And Legends. New York: Globe Book Company, 1967.
	After reading and working exercises relating to the story about Casey Jones, pupils will participate in a panel discussion on the topic "Sim was a good friend."	Pupils will discuss the reasons why Sim was a good friend in a panel discussion.	
		Pupils will listen to the teacher read the story of	

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	After having heard the story about Casey Jones and the previous stories about Davy Crockett and Buffalo Bill, pupils will be able to compare Casey Jones to the other heroes, through dialogue.	"Casey Jones, Hero Of The Flaming Rails" and will participate in a dialogue comparing Casey Jones to Buffalo Bill and Davy Crockett.	
IV. Culminating Activities		Pupils will choose from the "Folklore Center" any of the previous learning activities described in this unit and re-do the activity. (An example would be to re-hear a folktale on tape and do the accompanying handout.) Pupils will select a favorite character from the twelve stories studied and wear a costume representing that character. Other pupils will guess who they represent. Pupils will listen to a tape recording of passages taken from each story studied and identify the folktale.	Folklore Center composed of all the learning activities of the unit Cassette player Cassettes of all the stories Cassette of short passages from each story Chart of the twelve story titles Cassette of a folktale that needs completion Aruthnot, Mary Hill, and Zena Sutherland. Children And Books. Glenview, Illinois: Scot, Foresman and Company, 1972. Kamerman, Sylvia E. Dramatized Folk Tales Of The World. Boston: Plays Inc., 1971.

TITLE: African And American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		Pupils will listen to an unknown folktale that is told to an interesting point, and then use their imagination to share with their peers an appropriate ending for the tale. Pupils will review a chosen tale and give it a new ending or a new name and share their idea with the class. Pupils will choose their favorite tale and paraphrase it for re-telling to a small group. Pupils will wear costumes and masks made during the study of the unit while reading a selected story in groups of five "just for enjoyment." Pupils will make a chart of the ways in which African and American folklore are alike.	Leeming, Joseph. The Costume Book. New York: Lippincott Company, 1938. Wilcox, R. Turner. Folk And Festival Costume Of The World. New York: Charles Scribner's Sons, 1965.

TITLE: **African And American Folklore**

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		Pupils will make a chart of the ways in which African and American folklore are different. Giving facts from the stories to support their statements, pupils will participate in a round table discussion of similarities and differences between African and American stories.	NOTE: Handouts available on request.

TITLE: African And American Folklore

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		Using the menu from the story, pupils will plan a menu for dinner that would feed Paul Bunyan and his lumberjacks.	Paul Bunyan And His Blue Ox. Tell Me A Story Kit. Story related handout Cassette player
	After seeing the filmstrip Paul Bunyan And His Blue Ox, pupils will write: 1. The main idea. 2. The main characters. 3. The order of the supporting details.	Pupils will watch the filmstrip Paul Bunyan And His Blue Ox and will select the main idea from a list of supporting details from the story. Pupils will then number the remaining details in the order in which they appeared in the story and circle all the main characters from the story in a list provided on the handout.	
	After completing the study of the story "Paul Bunyan And His Wonderful Blue Ox," pupils will read the story "just for fun," expressing good oral reading characteristics.	Pupils will take turns reading the story.	

PRE-POST TEST

Underline the letter of the correct response.

1. Who did Mother Owl blame for killing the baby owlet in Why Mosquitos Buzz In People's Ears?

   A. Snake   B. Iguana   C. Rabbit   D. Monkey

2. What reason did the crow give for spreading the alarm?

   A. The crow saw the rabbit running for her life.
   B. The crow saw the snake going into rabbit's hole.
   C. The crow saw King Lion.
   D. The crow saw the owlet fall from his nest.

3. From the Negro folk tale, "Why the Goat Lost His Tail" the following two lessons should be learned by the reader:

   A. Don't be hard headed or stubborn.
   B. Be a follower instead of a leader.
   C. Obey your parents.
   D. Don't think that you know it all.

4. From the Negro folk tale mentioned in question 3, mark the answer that best tells "Why the Goat Lost His Tail."

   A. The goat was born without a tail.
   B. Noah cut off the goat's tail.
   C. The door of the ark cut off the goat's tail.
   D. A disease caused the tail to drop off.

5. From the African folk tale, one of the Swahili words used over and over again is "mundu-mugu." This word means:

   A. medicine man or witch doctor   B. earth   C. God   D. festival

6. Why Mosquitos Buzz in People's Ears and "Goso, the Teacher" are alike in several ways. Check the three answers that tell how the two stories are alike:

[✓ A.] In both stories a monkey was the cause of a death.
[✓ B.] Both stories are examples of cumulative tales.
[✓ C.] Both stories are African folk tales.
D. In both stories all the characters are animals.

7. One American hero, Davy Crockett, will best be remembered because of his brave deeds at:

A. the Battle of the Bulge [✓ B.] the Alamo C. the War Between the States D. the Texas Battle

8. Davy's family let him go to Texas so he could:

A. bring his mother back to see them. B. get a fresh supply of food for them.
[✓ C.] help the Texans fight for freedom. D. rescue Jim Bowie.

9. Which of the following was the most dangerous experience for the American frontiersman, Buffalo Bill?

[✓ A.] the time he was followed by Indians B. the time he got into a buffalo stampede
C. the time he was almost drowned D. the time the railroad men ganged up against him

10. Which item below tells how Buffalo Bill and Davy Crockett were alike?

A. Both men were born in Iowa. [✓ B.] Both men were heroes of Early America.
C. Both men hunted buffalo. D. Both men fought at the Alamo.

11. Which item below describes how Kintu, the holyman, and a little child are alike?

A. short and chubby B. clean, calm and good
[✓ C.] gentle, peaceful, and kind D. happy and wise

12. In the American folk tale "Paul Bunyan and the Blue Ox," who helped Paul save the lumberjacks from the big snow?

A. Johnny   [✓ B.] Babe   C. a snake   D. Sam

13. In the American fable "The Story of The Tar Baby," Brer Fox wanted to catch Brer Rabbit so he made a:

A. nice carrot   B. trap   C. brier patch   [✓ D.] tar baby

14. Paul Bunyan had an ox named Babe, who weighed fifteen tons, stood sixty feet tall, and was in color:

A. brown   B. black   [✓ C.] blue   D. gray

15. Casey Jones, one of our American heroes, had a good friend named:

A. Sam   [✓ B.] Sim   C. Sarah   D. Sue

16. In the African tale "Kintu and The Law Of Love," Kintu is:

A. a carpenter   B. a little child   [✓ C.] a holy man   D. a king

17. The African story about "The Man Who Owned The Moon" tells about sparks from the moon setting fire to the:

[✓ A.] tower   B. house   C. field   D. barn

18. "The Lion And Mr. Hunger" is a tale from:

A. China   B. America   [✓ C.] Africa   D. England

19. In the African tale "The Lion And Mr. Hunger," an animal is bored to death. Which one of the animals below is the animal?

A. rabbit B. lion C. tiger D. snake

20. In the story "The Man Who Owned The Moon," men who had watched the moving of the moon were changed to:

A. women B. pigs C. monkeys D. goats

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Fifth

Subject: Social Studies

Date: 1978

TITLE: The Afro-Americans' Struggle For Freedom

SUBJECT MATTER: The student will study the Afro-Americans' struggle for freedom and equal opportunities in America.

GENERAL OBJECTIVES: Upon completion of this unit, the student will be able to describe how Afro-Americans have struggled to gain their freedom and how this struggle for equal opportunities continues today.

OVERVIEW: This unit is to be included in the fifth grade social studies curriculum. The unit covers the early history of Black people in America through the Civil War era. The intent is to reveal that even though Blacks have played a major role in American History, their rights have been severely limited, and they continue their efforts to gain equal treatment today.

PREPARED BY: Kit Agee
Tina Waters
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 20 hours

TITLE: The Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Social Studies			
I. Slavery begins in the New World	A. The student will explain how, when, and where the first Blacks came to the English colonies in the New World.	1. Given an outline map of the world the student will do the following: a. Label continents b. Label oceans c. Trace path of slave ships from Africa to English colony of Virginia and indicate the year of arrival.	King, Frederick et al. *The Social Studies and Our Country*. Palo Alto: Laidlaw Brothers, 1974. Goldshlag, Patricia et al. *Many Americans - One Nation*. New York: Noble and Noble Publications, Inc., 1974.
		2. The student will pretend he is a slave and recount in a paragraph or short story his feelings about his past and future.	
	B. The student will write or state orally why slavery was introduced and grew in the English colonies.	1. Read and discuss pages 139-140 in *The Social Studies and Our Country*.	King, Frederick et al. *The Social Studies and Our Country*. Palo Alto: Laidlaw Brothers, 1974.
		2. See the filmstrip *The Southern Colonies*.	*The Establishment of the Southern Colonies*. Eye Gate House, Inc.
		3. Draw a picture illustrating the slaves at work in the Southern colonies. Title the drawing.	

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. Make a chart comparing slavery with indentured servitude.	
		5. Make a typical indentured servant agreement.	
		6. Act out a slave auction.	
II. Notable contributions made by the slaves.	A. The student will name at least one Black patriot who participated in the American Revolution.	1. View the filmstrip *The Battle of Bunker Hill*.	*Bunker Hill, Battle for Liberty*. Educational Reading Service.
		2. Write an epitaph that would be in honor of Crispus Attucks.	
	B. The student will list three contributions made by Benjamin Banneker.	1. Read silently the story from basal reader entitled "Memorable Man", *Bold Journeys*, pp. 403-414.	Gartler, Marion. *Bold Journeys*. New York: Macmillan Company, 1970.
		2. See the filmstrip *Washington, D. C*.	*Washington D. C.* Film-of-the-Month Clubs, Inc.
		3. Color duplicated picture of Benjamin Banneker engineering the Nation's Capitol with President Washington.	

TITLE: The Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	C. The student will write a paragraph or short report on Elizabeth Freeman and her struggle to become free in Massachusetts.	1. Read silently in basal reader, Lavender Skywriters, pp. 228-246. 2. Read to the class Horton Hears a Who by Dr. Suess and discuss how this story relates to the story of Elizabeth Freeman.	Harris, Theodore et. al. Lavender Skywriters. New York: The Economy Co. Suess, Dr. Horton Hears a Who. E. M. Hale and Company, 1954.
	D. The student will recount the local story of Harry, the slave of Henry Talbird, President of Howard College in Marion, Alabama in 1854.	1. The student will listen to the story of Harry, a slave from Marion, who became a hero. 2. Take a field trip to Marion City Cemetary to view the grave site of Harry. Follow the route of his funeral procession from Siloam Baptist Church to the cemetary.	Harris, Stuart. A Short History of Marion, Alabama, Perry County, Alabama: Its Homes and Buildings. 1970, p. 5.
III. Growth of slavery in the South	A. The student will name one reason why slavery flourished in the South.	1. Read material on the South in the textbook, The Changing New World, pp. 159-166.	Cooper, Kenneth et. al. The Changing New World. Park Ridge: Silver Burdett, 1969.

TITLE: The Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Contrast economic factor which led to the rise of slavery in the South to those which lead to its decline in the North.	
		3. Construct a model of a plantation as a class project.	
	B. The student will name the invention in the South that caused slavery to flourish, its inventor, and why it was so significant in the growth of slavery.	1. Read textbook, The Changing New World, pp. 158-160.	
		2. See the filmstrip The Story of Cotton.	The Story of Cotton. SVE Educational Filmstrip. Singer Educational and Training Products.
		3. Draw a model of the cotton gin and label it to explain how the seeds are removed. Use page 158 in The Changing New World as a guide.	
IV. Anti-slavery sentiments	A. The student will name three people who held anti-slavery sentiments and tell how each aided in the struggle against slavery.	1. Read the textbook, The Social Studies and Our Country, pp. 284-287.	King, Frederick et al. The Social Studies and Our Country. Palo Alto: Laidlaw Brothers, 1974.

TITLE: Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Pretend to be an abolitionist and write a letter to your Congressman in which you state your reasons for wanting slavery abolished.	
		3. Listen to the story read by teacher, "O to be Free," pp. 212-222. Discuss the question, "Does freedom mean the same thing to a person today as it meant to Frederick Douglas?"	Mason, Meriam, and William Cartwright. Trail Blazers. Boston: Ginn and Co., 1966.
		4. Construct a "Freedom Train" model. Each car will contain the name of a person who opposed slavery. Class reports could be placed with each car.	
		5. Present a play entitled "Harriet Tubman."	Mack, Ester. Plays for Reading. Palo Alto: Educational Progress Corporation, 1971.

TITLE: Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	B. The student will name the abolitionist who attempted an open revolt for the cause of freedom and compare his efforts with the efforts of civil rights leaders today.	1. The student will read "The Powder Keg Explodes" in Into New Worlds, pp. 247-253.	Harris, Albert J. Into New Worlds. New York: The Macmillan Company, 1970.
		2. The student will listen to the tape "John Brown's Raid."	"The Civil War Era" Cassette Album.
		3. View the filmstrip John Brown: Radical Abolitionist.	Chicago, Society for Visual Education, Inc., 1970.
		4. Read about Martin Luther King in the textbook, The Social Studies and Our Country, pp. 289-291.	King, Frederick et al. The Social Studies and Our Country. Palo Alto: Laidlaw Brothers, 1974.
	C. The student will name five freedoms that we have today that were denied to slaves.	1. During an oral discussion, freedoms of today will be listed on the board.	
		2. Compare and contrast these freedoms with those of a slave.	
		3. Write a short paragraph describing how it would feel to be as restricted as slaves were.	

TITLE: The Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. Study the reproduction of an authentic handbill advertising for runaway slaves in Exploring with American Heroes, p. 224. Bring a classified lost and found ad to class and compare its tone to the impersonal tone of the handbill. Discuss how posters and handbills influenced people to disregard the human story underneath and how TV and magazine messages today might help us form unfair or inaccurate opinions about people of different races and religions.	Brown, Ralph Adams, ed. Exploring with American Heroes. Chicago: Fallett Publishing Company, 1976.
V. Freedom for the slaves	A. The student will name the United States President and documents issued on January 1, 1863, giving some slaves their freedom.	1. Read The Changing New World, pp. 202-204.	Cooper, Kenneth et al. The Changing New World. Park Ridge: Silver Burdett, 1969.
		2. View the filmstrip Emancipation Proclamation.	Emancipation Proclamation. Encyclopedia Britannica Education Corporation, 1970.
		3. View a filmstrip on Abraham Lincoln.	Story of Abraham Lincoln. Society for Visual Education, Inc.

TITLE: The Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		4. Write a summary of how the slaves must have felt when they heard they were free.	
	B. The student will match the 13th, 14th, and 15th amendments with rights given to Black Americans.	1. Read *The Changing New World*, p. 203.	Cooper, Kenneth et al. *The Changing New World*. Park Ridge: Silver Burdett, 1969.
		2. Read The Social Studies and Our Country, p. 288.	King, Frederick et al. *The Social Studies and Our Country*. Palo Alto: Laidlaw Brothers, 1974.
		3. View the filmstrip *Andrew Johnson and Congress*.	*Andrew Johnson and Congress*. Encyclopedia Britannica Education Corporation, 1970.
	C. The student will name at least three problems the freed slaves faced.	1. In an oral class discussion tell what problems the freed slaves faced.	
		2. After listing the problems choose four and write four possible solutions.	

TITLE: Afro-Americans' Struggle for Freedom

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
VI. Problems blacks may face today	A. The student will locate an example illustrating the battle for equal rights and equal treatment that has existed since the Civil War.	1. Locate examples of the fight for equal rights in magazines and newspaper articles.	
		2. Research any other possible source for an example.	
	B. The student will name at least two ways he can help eliminate prejudice and discrimination in our country.	1. Read The Social Studies and Our Country, pp. 288-291.	King, Frederick et al. The Social Studies and Our Country. Palo Alto: Laidlaw Brothers, 1974.
		2. Draw a cartoon illustrating progress in civil rights.	
	C. The student will name one law recently passed by Congress to protect the Civil rights of Black Americans and tell why such laws are necessary.	1. Do research in encyclopedias or other sources for recent civil rights laws passed.	
		2. List on the board the rights named in the laws.	
		3. Evaluate in a class discussion the success of the civil rights legislation.	

PRE-POST TEST

I. Match the following:

c 1. 1619

h 2. indentured servant

a 3. Crispus Attucks

g 4. Benjamin Banneker

b 5. Elizabeth Freeman

d 6. Harry

j 7. cotton gin

k 8. John Brown

e 9. Frederick Douglas

i 10. 13th amendment

f 11. 14th amendment

l 12. 15th amendment

m 13. civil rights

a. black patriot who died in Boston Massacre

b. slave who won freedom in a Massachussetts courtroom

c. slaves first came to the English colonies

d. slave who became a hero in Marion, Alabama

e. abolitionist who wrote articles against slavery

f. made the slaves citizens

g. helped design the nation's Capitol

h. person bound by a contract to work for another person for a period of time

i. freed the slaves

j. caused slavery to grow in the South

k. white abolitionist who tried to end slavery by force

l. gave blacks the right to vote

m. rights that are guaranteed by a government to all its citizens

II. Multiple Choice: Underline the correct answer.

1. A black American who led slaves out of the South by way of the Underground Railroad was:

A. John Hancock B. Benjamin Banneker [✓ C. Harriet Tubman] D. Frederick Douglas

2. According to our text which issue did Lincoln say caused the Civil War?

A. religion B. the tariff [✓ C. slavery] D. preserving the Union

3. Which of the following statements is not a true comparison of Frederick Douglas and Harriet Tubman?

A. Both were abolitionists B. Both were blacks [✓ C. Both wrote articles against slavery]
D. Both were former slaves

4. The Emancipation Proclamation:

A. freed all the slaves [✓ B. freed only the slaves in states at war with the Union]
C. made slavery unconstitutional D. made slaves citizens

5. How did the 15th amendment affect the life of a black?

[✓ A. could help chose a candidate for public office] B. could receive an education
C. could own property D. could travel without a warrant

III. Answer true or false:

T 1. In the 13 original colonies one out of every five people were black.

F 2. The children of slaves were born free.

T 3. A slave took his master's last name.

F 4. An abolitionist was a person who wanted slavery.

T 5. A person who judges people unfairly is prejudiced.

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Sixth

Subject: Social Studies

Date: 1978

TITLE: The Contributions of Outstanding Blacks to Our Society

SUBJECT MATTER: The contributions of outstanding Blacks to our society in the fields of history, music, government, and science will be explored in this unit.

GENERAL OBJECTIVES: Students of all races will develop an appreciation of the role Black Americans have played in our society as they study specific contributions.

OVERVIEW: The purpose of this unit is to give all students a better understanding of the contributions Blacks have made to our society, to impress upon them the realization that our society is a pluralistic one, and to develop within the Black students a greater pride in their race.

PREPARED BY: John Hodge
Barbara Pullen

APPROXIMATE TIME IN CLASS HOURS: 20 hours during a period of 4 weeks.

TITLE: Contributions of Outstanding Blacks to Our Society

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Early Explorers	The student will identify four explorers and tell their contributions to our society. A. El Negro B. Matt Henson C. Jean Du Sable D. Esteban	1. The student will discuss explorers orally. 2. The student will read stories about explorers from handout sheets. 3. The student will use the dictionary to find word meanings. 4. On an outline map the student will locate explored areas. 5. The student will participate in an oral discussion of stories. 6. The student will use the Basal Reader to read a story on explorers. 7. The student will write a short paragraph comparing four explorers. 8. The student will work comprehension sheets pertaining to the stories read. The sheets will	Leipold, Edmond L. Famous American Negroes. Minneapolis: T. S. Denison and Co., Inc., 1972. King, John T., and Marcet H. King. Famous Negro Americans. Austin, Texas: Steck-Vaughn Co., 1967. Johnston, Johanna. Explorers. Vol. VI of Lavender Skywriters. Atlanta, Ga.: The Economy Co., 1975. King, John T., and Marcet H. King. Famous Black Americans. Austin, Texas: Steck-Vaughn Co., 1966. Sloan, Irving J. The American Negro. New York: Oceana Publications, Inc., 1965. Hirschmann, Linda. Matt Henson, Explorer. Vol. III of Better Than Gold. New York: The Macmillan Co., 1970.

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		consist of synonyms, true and false, completion, and multiple choice questions.	
		9. The student will choose one explorer and dramatize his discovery.	
		10. The student will illustrate one explorer studied.	
II. Scientists	The student will identify and tell orally the inventions or discoveries of each scientist studied.	1. The student will choose one scientist and research his life.	Leipold, Edmond L. *Famous American Negroes*. Minneapolis: T. S. Denison and Co., Inc., 1972.
	A. Charles Richard Drew B. Benjamin Banneker C. Jan Ernst Matzelizer D. Daniel Hale Williams E. George Washington Carver	2. The student will share information with the class in the form of an oral report.	King, John T., and Marcet H. King. *Famous Black Americans*. Austin, Texas: Steck-Vaughn Co., 1966.
		3. The student will list the contributions of each scientist to our society.	Spangler, Earl. *The Negro in America*. Minnesota: Lerner Publications Co., 1971.
		4. The student will read handouts pertaining to each scientist.	King, John T., and Marcet H. King. *Famous Negro Americans*. Austin, Texas: Steck-Vaughn Co., 1967.

TITLE: Contributions of Outstanding Blacks to Our Society

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		5. The student will write a skit depicting one of the scientists.	Sloan, Irving J. The American Negro. New York: Oceana Publications, Inc., 1965.
		6. The student will view a filmstrip pertaining to the life of the scientists.	Sterne, Emma Gelders. Dream High. Vol. IV of Into New Worlds. New York: The Macmillan Co., 1970.
		7. The student will make a dessert using peanuts.	Singer. Blacks In Science. Cassettes, Time 15 min. (1c-30 A & B).
		8. The student, with the aid of a resource person, will learn about blood types and how to take blood pressure.	
		9. The student will illustrate his individual ideas of the first shoemaking machine.	
		10. The student will construct a time line showing the names of famous Black Americans and their achievements.	
III. Government Officials	The student will identify Blacks in our government	1. The student will locate the birthplace of each	King, John T., and Marcet H. King. Famous Black Americans. Austin,

TITLE: Contributions of Outstanding Blacks to Our Society

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	and explain their function in a class discussion.	Black American politician studied on a map of the United States.	Texas: Steck-Vaughn Co., 1966.
	A. Barbara Jordan B. Thurgood Marshall C. Edward W. Brooke, III D. Andrew Young E. Shirley Chisolm	2. The student will read handouts on each famous Black American politician and discuss his life.	Flynn, James J. Negroes of Achievement in Modern America. New York: Dobb, Mead and Co., 1970.
		3. The student will search available material for pictures of Blacks in our government.	Spangler, Earl. The Negro in America. Minnesota: Lerner Publications Co., 1971.
		4. The student will make a bulletin board that features Blacks in our government.	King, John T., and Marcet H. King. Famous Negro Americans. Austin, Texas: Steck-Vaughn Co., 1967.
		5. The student will choose an outstanding Black American politician and develop an outline of his life's activities and achievements.	
		6. The student will make a collage showing Black American achievers.	

TITLE: Contributions of Outstanding Blacks in Our Society

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
IV. Artists	The student will with 50% accuracy match artists with slides of their works. A. William H. Jenson B. James L. Wells	1. The student will view slides of artists' works.	Driskell, David C. Two Centuries of Black American Art. New York: Alfred A. Knopf, 1976.
		2. The student will view pictures from art books by the artists.	
		3. The student will produce his own pictures using various art supplies.	Art supplies
		4. The student will discuss artists and tell how their backgrounds influenced their works.	
V. Entertainers and Singers	The student will identify entertainers with 90% accuracy by listing a work with which each is associated. A. Nat King Cole B. Bill Cosby C. Mahalia Jackson D. Louis Armstong E. Sidney Poitier	1. The student will listen to recordings by entertainers and will choose to do one of the following: a. Draw a picture to illustrate the song. b. List three songs performed by the same entertainer. c. List ten words that come to mind when listening to the song.	Fat Albert. Dir. Bill Cosby. CBS Cartoons. April 1, 1978. Sloan, Irving J. The American Negro. New York: Oceana Publications, Inc., 1965. Spangler, Earl. The Negro in America. Minnesota: Lerner Publications., Inc., 1965. Cole, Nat King. The Touch of Your Lips. Capitol, SW-1574.

TITLE: Contributions Of Outstanding Blacks in Our Society

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. The student will listen to and participate with a resource person in the playing and singing of songs of the entertainers.	
		3. The student, after viewing the television program Fat Albert, will write a report.	
		4. The student will read handouts pertaining to entertainers.	
		5. The student will work comprehension sheets pertaining to the stories read.	
		6. On a bulleting board, the student will display all projects and art work depicting the contributions of Blacks to our culture.	

PRE-POST TEST

Underline the letter that corresponds with the correct answer.

1. A Negro spiritual is a:

a. poem   b. story   [✓ c.] song   d. religious ceremony

2. Daniel Hale Williams major contribtuion was in the field of:

a. communication   b. fishing   [✓ c.] medicine   d. agriculture

3. Which of these famous people is associated with the United States Supreme Court?

a. Jim Brown   [✓ b.] Thurgood Marshall   c. Joe Louis   d. Jesse Owens

4. Edward W. Brooke, III is associated with:

a. food   b. steel   c. oil   [✓ d.] politics

5. Jean Du Sable was:

a. a Jew   b. an Oriental   [✓ c.] a Negro   d. an Anglo

6. Mahalia Jackson was known in the field of:

a. art   [✓ b.] music   c. sports   d. literature

7. Nat King Cole is associated with:

[✓ a.] music   b. sewing   c. art   d. basketball

8. Bill Cosby's major contribution is in the field of:

[✓ a.] entertainment   b. medicine   c. fishing   d. construction

9. Barbara Jordan is a famous Black American:

[✓ a. government official] b. dancer c. singer d. none of the above

10. Which of these is not associated with the government?

[✓ a. Jack Dempsey] b. Barbara Jordan c. Andrew Young d. Shirley Chisolm

11. Charles Richard Drew is associated with:

a. oil [✓ b. medicine] c. sports d. art

12. Which of these famous people was the first black woman elected to Congress from the South?

[✓ a. Barbara Jordan] b. Patricia Harris c. Harriet Tubman d. Althea Gibson

13. Which of these people is associated with Christopher Columbus?

a. Nat Turner b. Langston Hughes c. Whitney Young [✓ d. El Negro]

14. The one person who is not a black singer is:

a. Nat King Cole b. Al Green c. Millie Jackson [✓ d. Elvis Presley]

15. Which of these famous people was the first black person in the history of the United States to become a federal judge?

a. John Johnson b. Julian Bond [✓ c. William Henry Hastis] d. A. Phillip Randolph

16. One famous black explorer was:

a. Joe Namath [✓ b. Matt Henson] c. Nat Love d. Arthur Ashe

17. Jan Ernst Matzeliger is known for his skill in:

[✓ a. making shoes] b. basketball c. football d. track

18. Which of these famous black people is from Georgia?

a. Richard Burton   b. Richard Pryor   c. Artis Gilmore   d. Andrew Young

19. A black scientist whose studies developed 500 uses for the peanut was:

a. Booker T. Washington   b. Wilt Camberlain   c. Malcolm X   d. George Washington Carve

20. All of the following are Negro artists except:

a. William H. Jenson   b. James L. Wells   c. Charles W. White   d. Matt Henson

MARION CITY SCHOOLS
Marion, Alabama

Grade Level: Sixth

Subject: Social Studies

Date: 1978

TITLE: Mexico - Our Southern Neighbor

SUBJECT MATTER: A sociological and historical study of the Mexican people will be examined so that students will appreciate and realize the contributions of Mexico to our country.

GENERAL OBJECTIVES: The objectives of this unit are for students to learn more about Mexico's geography and its influence on the people; to gain understanding of the customs, background, and beliefs of its people; and to appreciate the contributions Mexico makes to the United States.

OVERVIEW: Mexico, the country to the southwest of the United States, is a unique combination of old and new, traditional and modern. Its Spanish and Indian heritages have combined to influence every aspect of life. Mexico's proximity to the United States compels our people to try to understand, integrate, and accept its customs and ways of life.

PREPARED BY: Ann Murfee
Louise Sanders
Marion Elementary School

APPROXIMATE TIME IN CLASS HOURS: 45 minutes daily for 4 to 6 weeks

TITLE: Mexico - Our Southern Neighbor

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
I. Geography Mountains Climate Rivers Bodies of Water Cities	A. The student will identify a list of eight geographic features of Mexico by labeling them on a map.	1. Study the wall map and textbook maps of Mexico to learn the geographic terms and features.	TEXTBOOK: Gray, William H., Ralph Hancock, Herbert Gross, D. H. Hamilton, and Evalyn Meyers. Exploring American Neighbors. Revised Edition. Chicago: Follett Publishing Co., 1967.
		2. Locate main cities, rivers, and water bodies on outline maps (political map).	
		3. Color a graphic-relief map to acquaint students with physical areas of country.	WORKBOOKS: Aschemeyer, Esther. Latin America Today. St. Louis: Milliken Publishing Co., 1963.
		4. Read pages 43-46 in the textbook, Exploring American Neighbors.	Rudolph, Evelyn and Orville. Mexico and Central America. Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1960.
Volcanoes		5. Make a report on volcanoes and their effect in Mexico.	BOOKS: Baker, Nina B. Juarez, Hero of Mexico. Illus. by Marion Greenwood. Canguard, 1942.
		6. View the film Volcanoes.	Belpre, Pura. Perez y Martina. New York: Frederick, 1961.
		7. Read the story about Paricutin.	Bulla, Clyde R. The Poppy Seeds. Ill. by J. Charlot. Crowell, 1955.
		8. Read the legend of "Sleeping Lady" from Stories of Mexico.	

TITLE: Mexico - Our Southern Neighbor

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	B. After studying and examining a map of Mexico and the United States the student will list three similarities and three differences in the geographic features of the two.	1. Two students working together will list the similarities and differences of the geography of Mexico and the United States.	Busoni, Rafaello. Mexico and the Inca Lands. Holiday House, 1942. Clark, Ann Nolan. Paco's Miracle. New York: Farrar, Straus, 1962.
		2. Students will discuss orally the ways in which the United States and Mexico are alike and different.	Coatsworth, Elizabeth. The Place. Illus. by M. Auerbach. New York: Holt, Rinehart and Winston, 1965.
II. History Early Indian Tribes Aztec Indians	A. The student will match important Indian, Spanish, and Mexican heroes from a list of ten with 70% accuracy.	1. Read in text, Exploring American Neighbors, pp. 54-57.	Coe, Michael D. America's First Civilization. Consultant: R. B. Woodbury. American Heritage in association with the Smithsonian Institution. Hale, 1968.
		2. Make reports on Aztec Indians, Mayan Indians, Toltec Indians, Montezuma, Tenochtitlan and Cortez.	Dolch, Edward W. Stories from Mexico. Chicago: Garrard, 1960. Epstein, Sam. The First Book of Mexico. New York: F. Watts, Inc., 1967.
		3. Read the story "Eagle and the Serpent" from Stories of Mexico.	Ets, Marie Hall. Bad Boy, Good Boy. New York: Crowell, 1967.
Spanish Conquest		4. See the filmstrip Cortez and the Conquest of Mexico.	____. Nine Days to Christmas. New York: Viking, 1959.

TITLE: Mexico - Our Southern Neighbor

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Revolution		5. Draw pictures depicting the history of Mexico. 6. Color pictures of Mexican boys and girls and Xochimilco.	Frasconi, Antonio. See and Say. New York: Harcout, Brace and World, Inc., 1955. Hader, Berta and Elmer. The Story of Pancho and the Bull With the Crooked Tail. New York: Macmillan, 1966.
Important Leaders		7. Report on Hidalgo, Juarez, or Diaz, telling about their contributions.	Hughes, Rupert. War of the Mayan King. New York: J. Winston Co., 1952.
Mexican Government Today	B. The student will compare and contrast the likenesses and differences between the Mexican government of today and that of the United States by writing three statements about each.	1. Read about early Mexico during the Spanish rule and answer the study questions on pp. 58-59, text. 2. Draw flags of Mexico and tell what each color means, as well as the meaning of the symbol.	Johnson, William. Captain Cortes Conquers Mexico. New York: Random House, 1960. Kirn, Ann. Two Pesos for Catalina. New York: Rand McNally, 1961. Larralde, Elsa. The Land and People of Mexico. New York: Lippincott, 1964.
	The student will write a paragraph telling why it is important for the United States and Mexican governments to work together.	3. List the ways in which the United States and Mexican governments are similar and different. 4. Draw a time line showing the important dates for the United States and Mexico.	Politi, Leo. Lito and the Clown. New York: Scribners' Sons, 1964. _____. Pedro and the Angel of Olvera Street. New York: Scribners' Sons, 1946.

TITLE: Mexico - Our Southern Neighbor

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		5. View the film Visiting Northern Mexico.	Politi, Leo. Rosa. New York: Scribners' Sons, 1963.
III. People			Ross, Patricia F. In Mexico They Say. New York: Knopf, 1946.
Language	A. The student will match 20 Spanish words with English words with 75% accuracy.	1. Learn to count to 15 in Spanish.	Wood, Frances. Mexico. Illus. by K. Grace. Children's Press, 1964.
		2. Learn the "Mexican Counting Song."	RECORDINGS:
		3. Identify words used in the United States that are similar to Spanish words.	McLaughlin, Roberta. Music Consultant. Children's Songs of Mexico. Bowmar Records, Inc., No. Hollywood, CA., 1965.
		4. Compile a Spanish dictionary.	FILMS:
		5. Make a color chart of Spanish words (colors).	Baptism: Sacrament of Belonging. Office of Religious Education, CCD, P. O. Box 1966, Mobile, AL. 36601.
		6. Label items in the classroom with Spanish words.	Mexican Boy: The Story of Pablo. Available from Alabama Power Co. Length: 22 min.
		7. Study a Mexican menu.	Visiting Northern Mexico. Free from Continental Trailways Tours, 201 S. Jefferson Street, Jackson, MS. 39202.

TITLE: Mexico - Our Southern Neighbor

CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Education	B. The student will write a paragraph explaining the slogan "Each One Teach One."	1. Read in the textbook, pages 46-49. 2. Answer the study questions.	Volcanoes. Encyclopedia Britannica film. FILMSTRIPS:
	The student will tell three reasons education is important to boys and girls in both the United States and Mexico.	3. Read library books about Mexican heroes and boys and girls. 4. Invite a member of the community who has visited Mexico to show slides and tell about his experiences. 5. See the filmstrip Mexican Children.	Cortes and the Conquest of Mexico. 60-E, Eye Gate House, Inc. Families of Mexico and Central America. SVE: Chicago. 4 FS, 4 CS, guide. Mexican Americans. 1 FS, 1 Rd. in kit (Minorities Have Made America). SLIDES: 25 slides with Carousel Tray #A.
Occupation	C. The student will list four important industries of Mexico with 75% accuracy.	1. Draw a mural of Mexican village life. 2. Display Mexican handicrafts.	
	The student will discuss similarities in occupations of people living in Mexico and the United States to the teacher's satisfaction.	3. Report on the industries of Mexico.	

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CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
	The student will name five products manufactured in Mexico.	4. Read pages 50-53 in the text. 5. Select an occupation native to Mexico and describe what you would do if it were your work. 6. View the filmstrips A Sisal Growing Family of the Yucatan and Living in Mexico Today. 7. Read pages 60-71 in the text.	
Religion	D. The student will demonstrate that he understands the importance of religion in the life of the Mexican people by naming two ways the church has influenced the people.	1. Report on the Virgin of Guadalupe and hear the legend about her. 2. Discuss the effect of the church on early Spanish settlers. 3. See the film Mexican Boy: The Story of Pablo. 4. Learn about Christmas customs in Mexico.	

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CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		5. See pictures of the Cathedral in Mexico City. 6. View the film Baptism: Sacrament of Believing.	
Recreation	E. The student will show an appreciation of Mexican music by learning songs and dances. The student will explain two forms of recreation enjoyed by Mexican boys and girls. The student will tell two similarities and differences in recreation in Mexico and the United States.	1. Learn the Mexican hat dance. 2. Listen to a record of Mexican music. 3. Learn "La Cucaracha" and "Cielito Lindo." 4. Make maracas from light bulbs and paper mache. 5. Report on bullfighting and jaialai. 6. Complete worksheets about bullfighting and jai-alai.	
Transportation	F. The student will locate on a map two important Mexican harbors and the Pan American Highway.	1. Locate good harbors on a map.	

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CONTENT	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	MATERIALS AND RESOURCES
		2. Read about the Pan American Highway and discuss its importance to travel between the United States and Mexico.	
		3. Locate the Pan American Highway on a map.	
		4. Discuss the important aspects of air travel in Mexico.	
IV. Culminating Activities		1. Visit a Mexican restaurant.	
		2. Prepare a Mexican meal and eat it.	
		3. Construct a piñata.	
		4. Build a pyramid.	
		5. Display articles "hecho en Mexico."	
		6. Display Spanish dictionaries.	
		7. Plan a skit including songs and folk dances.	

PRE-POST TEST

Write the letter of the answer you choose in the blank beside each number.

C 1. Most of the border between the United States and Mexico lies along which of these rivers:

A. Colorado B. Rio Bravo C. Rio Grande D. Gila

B 2. The best farm land of Mexico is located in the:

A. coastal plains B. inland plateau C. northern desert D. Yucatan jungle

A 3. The capital of Mexico is located at:

A. Mexico City B. Acapulco C. Juarez D. Sonora City

D 4. Which of the following is not a major Indian tribe of Mexico?

A. Toltec B. Aztec C. Mayan D. Inca

B 5. The Indians of early Mexico:

A. worshipped no gods B. worshipped many gods C. believed in only one god
D. were of the Moslem faith

A 6. The Spaniard given credit for conquering Mexico is:

A. Cortez B. DeSoto C. Balboa D. Pizarro

A 7. The missionaries of the Roman Catholic Church of Spain tried to convert the Indians of Mexico to:

A. Christianity B. Islam C. Paganism D. Buddhism

C 8. Most of the people of present-day Mexico are of a racial mixture called:

A. mulatto B. creole C. mestizo D. Latin

C 9. The government of Mexico and the United States are similar in many ways. Choose the statement that is not true about these two governments.

A. Both countries are divided into states.
B. Both countries elect presidents.
C. Both countries gained independence from Spain.
D. In both countries citizens have the right to vote.

C 10. Mexican people especially enjoy:

A. golf B. baseball C. bullfighting D. basketball

Match words in the left column with the explanations in the right column.

2 tortilla
5 sarape
4 gracias
3 fiesta
1 adobe

1. sun-dried clay bricks
2. a cornmeal "pancake"
3. a holiday
4. thank you
5. a narrow blanket that may be used as a cloak

11 maguey

6 Guadalupe

7 sisal

8 "Each One Teach One"

10 eagle and serpent

6. religious shrine

7. used for making rope

8. slogan used to help fight illiteracy

9. a large farm or estate

10. symbol found on the flag

11. a plant that provides food, drink, and fiber

Answer True or False to each of the following statements.

T 1. More and more land in Mexico is being irrigated.

T 2. The United States depends on Mexico for many products.

T 3. Mexico is rich in minerals.

F 4. Handicraft products have disappeared from Mexican markets.

F 5. Mexico is governed by a king.

T 6. The Aztec capital was built on islands.

T 7. Montezuma at first believed the Spaniards were sent by the gods.

T 8. The Catholic Church plays an important part in the lives of Mexican people.

T 9. The Pan American Highway is a famous road that connects the United States and Mexico.

T 10. Benito Juarez is sometimes called the "Abraham Lincoln" of Mexico.